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**STUDYING
THE
INDIVIDUAL PUPIL**

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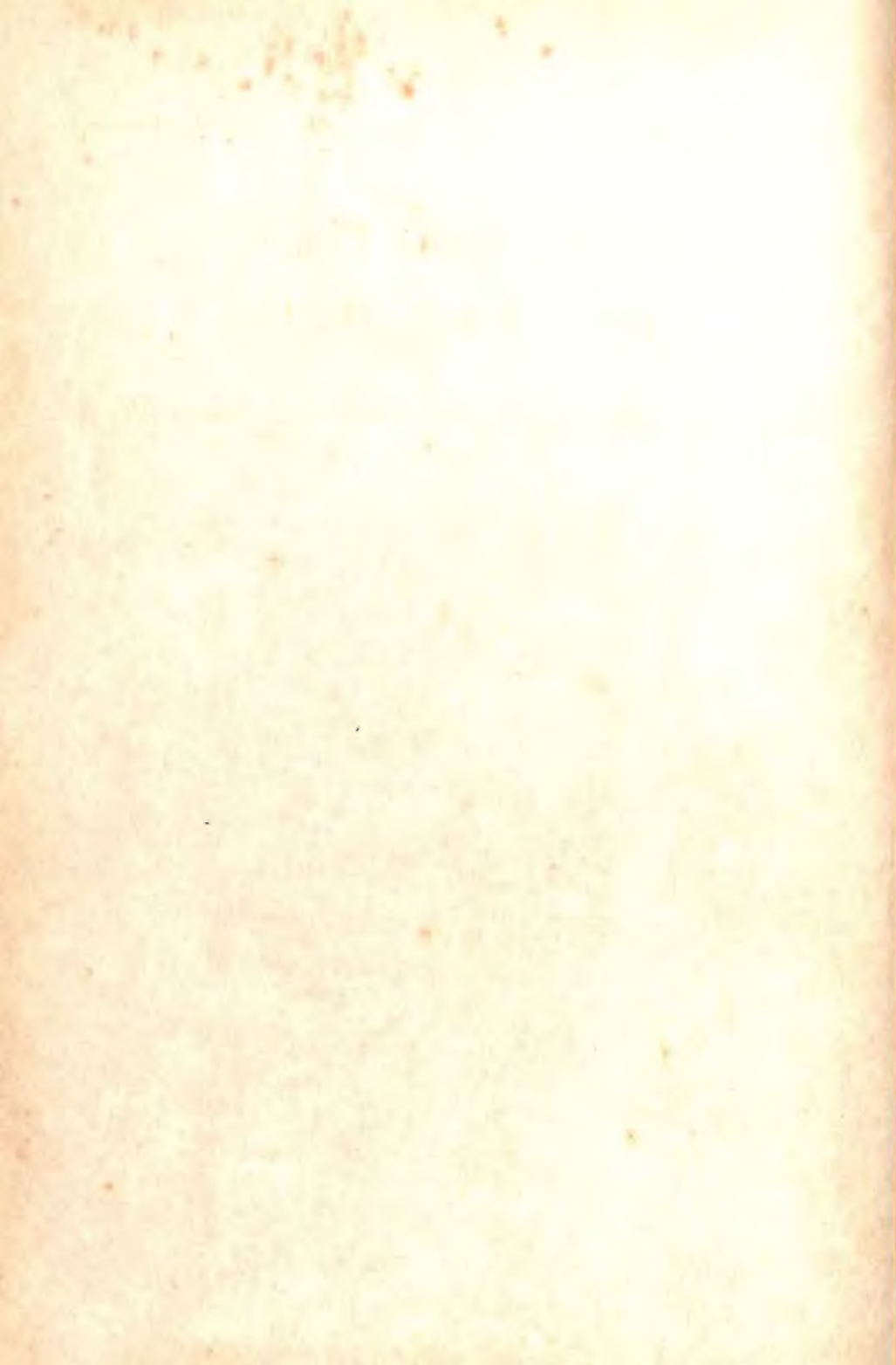
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**STUDYING THE
INDIVIDUAL PUPIL**

Exploration Series in Education

Under the Advisory Editorship of

JOHN GUY FOWLKES

Studying the Individual Pupil

VERNA WHITE

*Director of Education
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California*



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STUDYING THE INDIVIDUAL PUPIL

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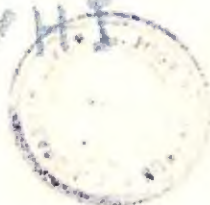
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EDITOR'S INTRODUCTION

The necessity for understanding children is recognized by both teachers and parents as never before. Both these groups are increasingly aware that only to the extent that the behavior of children is understood can teacher and parental tutelage be effective in developing the child in desirable directions. There is also a growing consciousness that although, admittedly, a wide group of specialists in child behavior—such as guidance and counseling workers on school staffs, school psychologists, staffs of children's clinics, and psychiatrists—must be called upon for more thorough handling of a given number of cases, before such specialists are consulted both parents and teachers should exert every effort towards finding out why children behave as they do.

No longer do teachers who are directly concerned with boys and girls consider sending a disturbing youngster immediately to the principal, the guidance officer, or some other specialist for correction or punishment. The good teacher is impelled to exhaust every possible avenue towards sympathetic understanding of "problem" children before calling upon others for assistance. If a teacher is to *know* the children under her direction it is essential that the ways and means of studying children be a well-established segment in the professional activity of the teacher.

Penetrating insight and wise counseling of pupils by a teacher demand a wide array of data identified by varying devices or instruments. Some of the more valuable of these instruments or methods of gathering data are family histories, personal interviews, text results from a variety of both standardized and unstandardized texts, and anecdotal records. Skillful interpretation

of data assembled from sources such as these becomes the basis for pondering and speculating upon the reasons why children succeed or fail in behaving in a fashion in keeping with the optimum and maximum development of human character.

The present work tells the story of how a consecrated and industrious teacher has studied children under her tutelage. This record of child study is teeming with suggestion and implication for all those concerned with child growth towards positive adulthood. The author reflects a devotion to her work founded upon, and intimately entwined with, high professional skill in the study of children. This volume will prove stimulating, enlightening, and helpful to all those engaged in the formulation and execution of educational programs.

JOHN GUY FOWLKES

November, 1957

FOREWORD

The conservation and development of human resources are major concerns of America. The development of each individual to his highest potential not only contributes to his own happiness and sense of worth but is also necessary for the continued maintenance and improvement of our society. Failure and frustration create individual unhappiness and serious losses to the nation.

This current concern gives a new impetus to the continuing efforts of American education to provide maximum opportunities for all children and youth. We are freshly reminded that in every classroom some pupils are failing to achieve reasonable expectations. No mechanical procedure can stimulate and guide the educational efforts of every child. Intelligent teaching requires an understanding of individual children, their potentialities, their interests and aspirations, their problems and difficulties, and their sources of strength. The increasing body of knowledge in the field of child development has been valuable in giving those who work with children and youth a general understanding of patterns of growth and development and factors influencing the dynamics of learning and behavior. But knowledge about children in general is not enough for the teacher. If he is to be effective in working with individual pupils, he needs to know a great deal about each of them, and this means that he must study the individual child or youth since he will find no ready-made descriptions.

This demand for the teacher to study individual children in order to gain the understanding required for effective teaching has commonly been blocked by the prevalent belief that an adequate study of individual children requires the efforts of specialists in

child development devoting full time to the job. In this book, Dr. White clearly demonstrates that alert and concerned classroom teachers, working under normal conditions, can gain sufficient understanding of children and youth to help very greatly in their teaching and guidance. She not only explains the values to be gained by these studies, but she also shows how they can be made by the busy teacher, outlining and illustrating methods that do not require a long period of special training or special supplies or equipment. Furthermore, she develops simple yet helpful procedures for interpreting information about pupils and for translating knowledge into courses of action. She suggests a program of preparation for teachers that can give them competence in the study of individual children and also presents a plan for in-service education. This is not only a manual to guide the classroom teacher but also a comprehensive collection of vivid and thought-provoking illustrations. Dr. White exemplifies in her writing the ideal combination of sympathetic understanding of children and wise judgments about the teacher's role.

*Center for Advanced Study in the
Behavioral Sciences
Stanford, California
November, 1957*

RALPH W. TYLER

P R E F A C E

This book is designed as an introduction to the philosophy and methods of studying individual school children. It is written especially for the pre-service student of the profession and the in-service teacher who is asking, "How can I discover the needs of individual children so that I may more nearly meet those needs through the daily school program?"

To avoid obscuring the import of the book, the terminology is purposefully free of technical terms which have specific meanings in specific psychological schools of thought. Furthermore, research—important as it is—has been deemphasized in order that the book may be read easily, uninterrupted by any material which might detract from the central theme. The focus is held on the most significant subjects of any professional or pre-professional person—those children with whom he has contact day by day in an actual schoolroom or in the laboratory situation.

The author, educated initially in those days before the recognition of the importance of the individual approach, learned the hard way from a host of "individuals" who insisted on being heard in the routinized classroom. There was the seventh-grade girl, deprived of a real home from her earliest years, who reiterated, "I wish I was dead"; the sixth-grade boy, constantly late for school because he had to iron his own shirt, who would always plead, "Honest, it will never happen again"; and the boy, released from reform school, who was sincerely trying to adjust to the school situation but never quite made it, whose stock answer to questions about his misdemeanors was, "I just don't know why I

did it." These children and many more who caused all kinds of problems to the uninitiated supplied the impetus for study in the field of the individual. They were trying to say something to adults who did not understand.

It is as a teacher and not as a specialist in psychology that the author approaches the task of developing this theme of the individual approach to the study of pupils. As a teacher who taught in the public school classroom for a decade under extremely crowded conditions and for a time under the platoon system in an afternoon session, she is well aware of the limitations placed upon a teacher in many teaching situations today. However, it is still true that the teacher who has daily contacts with the children is in a unique position. It is upon the teacher that the responsibility rests for first-hand knowledge of the children and for recognition of the need for referring certain children who must have the help of specialists. The teacher has a psychological task to perform in his daily dealings with children for which many times he has been prepared only through academic courses. It is impossible to expect that this function can be assumed by the guidance person who may be responsible for as many as a thousand children or more. Educators must face the fact that the function of dealing with the varied emotions of children daily is an integral part of the teacher's job. Thus the teacher must be helped to assume this function in the pre-service preparation and through in-service education.

The neglect of this important area in the preparation of teachers was first recognized in the 1930's with the publication of the results of the National Survey of Teacher Education and the survey of mental hygiene in teacher education in Massachusetts by Carson Ryan. Simultaneously with the appearance of these two reports, Daniel Prescott published the classic, *Emotion and the Educative Process*, which set forth the thesis that a teacher must understand how a child feels about school if real learning is to take place. He also gives a sympathetic discussion of the teacher's problems,

showing the obstacles which must be surmounted before the teacher can come into his own. It was at the end of this decade that the American Council on Education held the Bennington Conference at which plans were laid for research and publication with the aim of devising methods of putting into practice in the classroom the new knowledge and insights in the area of mental hygiene and more specifically the understanding of children.

In the 1940's—in spite of the war or it may have been because of the intensification of the problems of children in a world at war—educators made genuine advances in introducing teachers to the responsibility of learning about individual children. Tangible evidence of this effort may be found in *Helping Teachers Understand Children*, the report of the study by the staff of the Division on Child Development and Teacher Personnel, sponsored by the American Council on Education under the able guidance of Daniel Prescott. In that decade courses or units in child development and case study and an emphasis on mental hygiene became an accepted part of teacher education curriculums throughout the country—at least on a verbal and administrative level. In the field of in-service education, extension courses and workshops in child development and case study became very popular, and administrators were displaying leadership in having such programs included, insofar as possible with the limited staff in teacher education prepared to do this work. Earl Kelley's book, *The Workshop Way of Learning*, published in 1951, sets forth in its purest form the philosophy of workshops for teachers which includes the teacher's evaluation of self. During all of this time educators were incorporating into the education of teachers the results of research in the allied fields—psychology, psychiatry, sociology, and the like.

The author of this book believes that educators have made progress in the twenty-year period discussed above. In her efforts in in-service education workshops, however, she has felt in the literature a great lack of emphasis on the secondary level as well

as the need for a concise account of why and how the study of individual children is carried on, unencumbered by accounts of research and difficult terminology. In other words, there is no *one* book which may be followed by busy teachers at both the elementary and secondary level. The same lack of an introductory text has been felt in pre-service teacher preparation.

This book is designed, therefore, to provide an introduction to the philosophy of studying individual pupils and a guide for making such studies within the practical limits of a regular school system. It sets forth the thesis that studying individual pupils is a matter of a frame of mind—a way of looking at individuals—which allows one to be observing and intellectually curious about pupils' behaviors rather than a matter of much busy work for which teachers do not have the time. Educators are now—to the author's mind—in a very favorable period of development in which boards of education are granting school time and funds for carrying on this work, in which parents are reaching out for help in solving the problems with their children, in which action research has become an accepted and acceptable process of learning, in which each child is considered exceptional, and in which teachers have better foundation for grasping the concepts involved. It is with the hope of furthering this trend that this book is written.

It is further hoped that this book will be one which laymen, parents, and workers in other professions may read with profit to gain a concept of what the schools are attempting to do in this area.

Briefly, there will be discussed in this book the topics suggested by the chapter headings: the philosophy and need for studying pupils as individuals; the possibility and feasibility of the study of individual pupils by the classroom teachers, with an emphasis on the point that schools cannot afford to neglect this study; the factors indicating the need for study of individual pupils; the

procedures and techniques that are feasible and practical for classroom teachers; methods of synthesizing and interpreting data; the cautions to be exercised in this kind of study; and the implications for pre-service and in-service education of teachers.

The case study material and illustrations included in this book are all taken from actual classroom and laboratory situations. Many of them were produced in case study courses at the pre-service level, others in in-service workshops and graduate courses in evaluation, others from the research of graduate students, and still others from the author's own teaching experience. The facts in these studies have been disguised so that there will be no danger of identification of individuals, but none of them is fictitious.

ACKNOWLEDGMENTS

First the author wishes to express her thanks to the many students in both in-service workshops and pre-service courses and seminars who provided the source material to illustrate the principles of studying individual pupils. They also provided the laboratory through which she could study the process of learning to understand children and adolescents, along with the motivation for writing such a book. Deepest appreciation goes to those school systems and social agencies in which these programs were promoted through the willingness of the administrative personnel to cooperate in supplying the subjects for study and the data necessary to make the study meaningful.

A special appreciation is felt for the basic insights and skills which the author received in her study at the University of Chicago under such able guidance as that given by Ralph W. Tyler, Stephen M. Corey, William S. Gray, Daniel Prescott, Hilda Taba, Robert Havighurst, and Newton Edwards.

She also wishes to express her thanks to her colleagues on the staff of the Division of Teacher Preparation at Syracuse University—notably Helene W. Hartley, William M. Cruickshank, Dorothy

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Finally, the author wishes to express her appreciation to Elfleda Sprague who believed that the book should be written for use in the preparation of all school personnel and who supplied constant constructive criticism as the book evolved.

November, 1957

VERNA WHITE

STUDYING THE INDIVIDUAL PUPIL



CHAPTER I

Why Study Pupils as Individuals?

For a period of fifteen or twenty years, educators have been advocating the "newer" education in which the curriculum is based on the needs and interests of children and youth. It is believed—and rightly—that this kind of education is the essence of democracy and that through it each child will have a better chance to achieve his full potential.

CHILDREN'S NEEDS

But the constant question in the minds of teachers is: In reality what are these needs and interests, and how does one go about discovering them? The question is answered evasively, many times in general terms, by professional educators. Every child has a need to achieve, a need to belong in a social group, a need for security, a need for love and affection, and a need to satisfy his own ego generally. These needs are discovered through observation and synthesis of anecdotal accounts.

It is also taught that children have individual differences as far as needs are concerned. And there is a difference in the number and intensity of these needs. There is a difference also in the bases for these needs and in the way in which children manifest them. Sometimes children who from all surface indications—broken

homes, low family income, poorly educated parents, poor health or physical handicaps—should be most distorted in their outlook on life are the happiest and most enthusiastic children in the classroom. And sometimes children who “have everything”—nice homes, educated parents, material possessions—are the most difficult to deal with and manifest real unhappiness. Educators have been baffled because they are unable to make generalizations in this area of adjustment. Given a certain set of circumstances for a child, no predictions can be made for the individual, and teachers become frustrated because it does not work out as the books say it should. This may be due largely to failure to take into account the degree to which basic needs have been met, a more important factor than the surface indications given above.

NORMS

Today's educators have been brought up in a system of teacher preparation which is dominated by “norms.” They have been thoroughly schooled in the idea that if a child falls in the middle two-thirds of the range on some attribute he is “normal” and any child outside of that range is deviate. It was necessary for professional educators to go through a phase of obtaining quantitative norms, for without some standards it would be impossible to identify those children who differ from the average in some way—a potential factor for further investigation. Facts discovered through research will always be of value provided the individual is not obscured. However, many times school personnel have been lulled into complacency by these statistical discoveries. As long as a “gifted” child is achieving *A*'s, the average child is achieving *B*'s and *C*'s, and the slow child is getting the *D*'s and *F*'s, it is accepted because the I.Q. tests—or in many instances *one* I.Q. test—have indicated that that is what was to be expected. It is very easy to rationalize that the gifted or average child who is not achieving in accordance with his measured I.Q. is just plain lazy

and lacking in initiative. He just has to get down to work and that is up to him. It is always surprising when our "very average" students later go on into fields requiring high intellectual ability and achieve at the top, and, conversely, when our "best" students fail in college or do not use their abilities as we saw them. They defy all laws and upset all of our predictions.

It is the very individual nature of the combination of potentials which makes it so difficult to predict. In the case of the "average" students, we may not have met their needs or challenged them sufficiently, and, in the case of the "gifted," we may have evaluated them too narrowly on a comparative academic basis—ignoring other attributes necessary for success such as the ability to get along with others, to work to the maximum, to accept second place, and to develop study habits which would allow them to succeed in the more difficult tasks required of them. "Norms" in these instances have obscured the individuals, and we have failed to understand them as individuals with special needs and interests. Instead they have gone through school as gifted, average, and slow students with stereotyped expectancies.

PROBLEMS IN EDUCATION TODAY

Despite added information in the literature concerning normal and abnormal child development, despite the more and more refined tests of intelligence, and despite more and more professional courses required for certification for teaching, the problems still exist, and the frustration of teachers and administrators mounts because of their greater knowledge. Drop-outs still continue at a high rate. Children do not achieve in accordance with measured potential. Parents and boards of education become unhappy and criticize the professional personnel. Society is more and more concerned because of the numbers of children who do not act in accordance with its established moral standards and laws. It is a common occurrence today to read in the newspapers of some

terrific crime committed by a young child or adolescent which includes a paragraph indicating that school authorities were stunned by the act for "he was always a good, quiet boy in school; never caused any trouble; and always did his work well." Somehow our added knowledge and insight are missing fire in the actual situation.

There are two ways of meeting the sense of discouragement among educators today, deriving from the barrage of criticism leveled at the schools in these times when taxpayers are feeling the real pinch of higher and higher taxes for new buildings and higher teachers' salaries—both long overdue. We may counter-attack with the argument that the world today is in an absolutely chaotic state; that our children and youth today have known nothing in their whole lives but war and violence and have an uncertain future to look forward to; that parents, in their attempt to meet the higher standard of living which requires two pay-checks per family, have neglected their share of the responsibility in the home; that our country, with its primary emphasis on materialism, has lost its finer sense of values and, therefore, educators have their hands tied and can do nothing but attempt to maintain their own integrity.

On the other hand, educators may take the more positive view and reason thus: "Granted all these things are true, and, in addition, most of the present educators have experienced—either as children or adults—the most severe depression our country has ever known. But there is a way out." American ingenuity still prevails in all phases of our life and must be perpetuated through the schools. We must demonstrate that the schools can succeed in fostering the elements of this fundamental American characteristic in our society despite the heavy odds.

It is a daily occurrence in our press, over radio and television, in literature, and through letters, for successful people to give credit to some obscure teacher who encouraged them to under-

take some line of endeavor which brought that success or gave them faith in themselves when all seemed to be lost. Teaching is not a dramatic profession. Members of the profession wait a long time for verbalization of appreciation by those they have taught, but there are daily satisfactions derived from observing progress of individual pupils if teachers measure their success as teachers in those terms. Idealistic? Maybe. But by the very nature of teaching in our society, those who elect teaching as their profession must measure their satisfactions in these terms if they are to maintain their equilibrium and mental health.

PRIMARY OBJECTIVE OF EDUCATION TODAY

The primary objective of education today in this country—stated in various ways by different educators—is to assist children to a happier, more satisfying life. Hence any teacher who can honestly say at the end of the school year, "My children—or most of them—under my guidance have made progress toward their goals or have revised their a-social or antisocial goals more in accordance with the requirements of our society," may feel successful. From this feeling of success will be derived strength to face the criticisms of those who do not understand—or cannot understand because of their backgrounds—the objectives of the school today in the United States.

It is not such a simple matter, however, to evaluate one's teaching on the basis stated above. It is much easier to continue to measure academic growth by means of standardized tests. In order to know whether children have made progress toward a happier, more satisfying life, one must know where the children were at the beginning of the year. The teacher must attempt to gain answers to a series of questions for each pupil as the children enter his classroom. What goals and aspirations does he have? How acceptable are his goals and his means of attaining them? What aspirations do his parents have for him? How consistent are his

goals with those his parents hold for him? How does he feel about himself; what kind of self-concept does he hold? What problems is he contending with at home and in his social life? What resources does he have to draw upon? What are his abilities and capacities? What are his major interests upon which the school may capitalize? More generally, what needs does he have and how adequately are these needs being satisfied? These questions are not easily answered. There are no standardized methods of arriving at answers to these questions.

EVALUATING PROGRESS OF INDIVIDUAL CHILDREN

Once fairly satisfactory answers to these questions have been obtained—always subject to revision as new information is gained—two factors complicate the task of evaluating the progress of individual children. First, there are no “norms”—standardized ways of behaving—which show progress for all children against which to evaluate an individual’s behavior. Progress must be interpreted in terms of what the individual is striving for and striving against. Thus one child may be demonstrating real progress when he takes aggressive action toward his classmate if he has suffered from a too passive manner previously. The casual visitor in the classroom may not understand a teacher’s exultation when a child for the first time asserts his rights against another. It may be looked upon as unruly behavior which should be punished by the person unfamiliar with the child and his struggle for socialization. But it is an absolutely necessary step toward a happier life for that child. The same holds for the child who may speak at a time when the class is supposed to be quiet; if it is the first verbal contribution of that child, it must be looked upon as progress for him.

Thus teachers need to keep in mind that children, through their behavior, are attempting to communicate to adults what they feel. Behavior is meaningless unless it is observed and interpreted in

context. The meaning of behavior can be understood only through the study of these children as individuals in their total life history and environment. Children are very persistent in their attempts to express themselves and their feelings. A kindergarten child who was forcibly pushed from the house each morning by his mother and whose door was locked behind him because he "would not" go to school, sat on the doorstep and cried until the nurse was sent for to pick him up. Why did he react so violently to going to school? Was he trying to cause everyone trouble? Was he trying to get attention through this very annoying kind of behavior? He was expressing his feeling of being displaced in his mother's affections. He was the posthumous child of a G.I. killed in action. For three years his mother lavished all of her attention upon him. Then she remarried and the birth of a half brother coincided with his entrance into kindergarten. He was protesting the whole situation in which he had to share his mother's love with the new husband and baby brother. It took real understanding of this situation by the school to enable this kindergarten child to be assimilated in his new social experience of school without permanent damage to his ability to make the adjustments required of him.

A second factor which probably complicates this task of evaluating the progress of individual children more than any other is the whole set of standards by which the teacher lives. The teacher has acquired a way of thinking about "right" behavior, derived from his total previous life and environment. Teachers as a group have definite standards of conformance, neatness, cleanliness, effort, achievement, and the like. These have been ingrained in them by the home and society in which they have lived, and they are anxious that all children under their guidance achieve these standards to insure their future happiness.

Teachers, however, must constantly be evaluating the demands put upon the children in their classroom. Are these demands consistent with what may be expected of these particular children

at this particular level of development from their particular backgrounds? These demands may be feasible for the great majority of the children but are they realistic for all individuals and groups of individuals in the class? Children are subjected to unequal competition from the day they start school. In the early grades in some schools, children are rewarded for bringing a clean handkerchief, for brushing their teeth, for eating a properly balanced diet, for having their hair combed and their nails cleaned. The child who comes from a home in which these standards do not prevail or in which the major task is to get something to eat and something to wear may early experience feelings of failure and resentment—entirely apart from his ability to achieve in academic work. By the same token those children who come from homes in which these standards are strictly maintained may early develop a sense of superiority. The gap is already apparent in the first years and widens through the school years. It is difficult for the teacher of older grades to trace the genesis of calloused attitudes but it is there—being nurtured in the kindergarten and the first grades.

In one case which was brought to the author's attention, the matter of wearing a necktie became such a bone of contention between a sixth-grade boy and his teacher that nothing could be accomplished by the boy. The very struggle to keep food in the mouths of a large family made such a requirement seem extraneous. The father had been incapacitated through an industrial accident, and the mother and eight children were subsisting on money earned in the summer picking season and paper routes that the boys had. This boy needed to be accepted for himself—not for the fact that he wore a necktie.

Another very common source of difficulty between teacher and pupil is the assignment which demands resources and materials which are present in varying amounts in different children's homes. As an example, let's take the very common assignment of

demanding a notebook of pictures and articles tracing some current civics problem. It is an excellent device for arousing continuing interest in reading about current affairs, and it is, in all probability, a perfectly reasonable assignment for most of the children in the class. But we must remember that some children go home to a house filled with magazines and newspapers and parents who can suggest this and that as a starting point. Another child—with equal ability—may go home to a house completely devoid of any literature and parents who are so engrossed in the business of providing the bare necessities of living that they have no concept of what the child is talking about. It may be very disturbing to the child who is proud—and most children are proud—and, therefore, cannot tell the teacher that he has no resources to draw upon. His inability to meet the assignment may cause him to withdraw and accept failure outwardly, but it may at the same time cause him to lose interest generally in the subject and possibly in his total schoolwork. He may feel resentment which he cannot manifest directly. He may become silent, sullen, and unapproachable. Another child in this situation may strike out aggressively with very unacceptable classroom behavior to compensate for his inability to achieve academically. He may "make a regular nuisance of himself," attacking the teacher and school policies openly and defiantly. Still another child may go to the libraries—public and school—and attempt to procure the necessary pictures and articles required to meet the assignment. Whichever method of meeting this assignment is resorted to, he stands to lose. He is expressing his resentment to the detriment of his well-being in that class and maybe in the school generally. He has been frustrated in his need to compete with the other children on an equal basis because of the lack of home resources. Each teacher has to remember that this is just *one* episode in that child's school career, and it may have been experienced many times previously through the grades.

In order, therefore, that the best-intentioned teacher does not unwittingly create or intensify problems for individual children, he must know the circumstances which surround the children in his classroom. The teacher is rightly concerned with maintaining academic and social standards, but in accomplishing this he has to be aware of what is happening to individual children. He has to know the facts if the delicate relations between teacher and pupils are to be preserved to the optimum satisfaction of both parties.

For this delicate task, many teachers have been ill prepared by their own circumstances of life to appreciate the problems of such children. In a class in teacher preparation, one student was holding forth with great emotion about the necessity of rewarding with stars those children who met standards of excellence in academic subjects, health, and behavior. The instructor halted the discussion long enough to canvass the class to discover whether there were students in the group who had not achieved these coveted stars at one time or another as they went through school. It was their first realization that they had gone through school as children who were favored intellectually, economically, and socially.

Thus, in the school situation teachers are constantly evaluating children's behavior, ascribing certain meaning to their behavior and reacting to the children accordingly. They are inferring meaning as adults who have experienced a different set of circumstances and who may have lived by a different set of standards and values. There is threat and counterthreat because of a breakdown in communication. It is not understood many times that a child in his negative reaction to the teacher is merely expressing his negative feelings toward authority figures in general. The teacher who takes such aggressive attacks personally feels compelled to counterattack to maintain his own integrity and his concept of himself as a teacher. As long as the teacher-pupil relationship exists this will be a problem. The factor of difference of back-

ground and experience will always obtain. As teachers, however, we may improve the situation through a greater understanding of this difference and a truer evaluation of the meaning of individual behavior through greater knowledge of what is causing it in the particular situation. This can be accomplished only through the study of individuals and—what is more important and fundamental—the acceptance by teachers of the need for the study of individuals.

EVIDENCES OF NEED FOR STUDY OF INDIVIDUAL PUPILS

At this point it is appropriate to ask the question: What are the evidences of need for the study of individual pupils in our classrooms? This is a subquestion of the larger topic being considered in this chapter. Without a genuine acceptance of this need, teachers will not seize the many opportunities offered in informal situations to learn about their pupils.

There are different approaches that might be taken in answering this question. It would be possible to give a statistical presentation of approximate numbers of children who drop out of school, those who are being carried by our juvenile courts, those who are being treated in psychiatric clinics, those who have been committed to correctional institutions, and those who have been excluded from school from kindergarten through high school because they could not adjust to school routines. Or it would be possible to take the most dramatic cases that appear in the newspapers and over radio and television; to give accounts of those children who have had a combination of handicaps in their lives—physical and/or mental defects, complete rejection by parents, extreme deprivation—who through their absolute negativism toward society have committed shocking crimes. These make emotional reading and are well covered by all media of communication. It is interesting to note that there is a recognition of the importance of early and all previous life experiences in the presentation of most of these cases

today. The act which causes this young person to be thrust into infamous limelight is the result of all that has happened to him previously.

We read such accounts with interest and sympathy and then put them out of our minds. Although the newspaper or magazine has indicated that they are authentic life stories and has written them well with all the realism possible, they still are "unusual" happenings. They concern those we do not know personally and those who have experienced "most deviate" circumstances. It is difficult for us to translate such things into our own everyday life for they do not concern us first-hand. Nature has endowed us with a wonderful protection against overconcern about things that do not actually happen to us or to those we know.

However, all of these *cases* were children who started out in our schools, members of actual classrooms, taught by actual teachers. Some of them were identified early in the schools and—within the limits of the school resources—they were helped as long as the school could carry them with fairness to the other children in the school or until they became the responsibility of some specialized social agency. Some of them learned to conform to the regulations of the school while at school but increased their aggression outside in the less regulated atmosphere. Others were never identified in the school situation because they never caused any open trouble, although teachers recognized that they were not particularly happy children. Many of this latter group could have been identified only through expert psychiatric diagnosis which is not available in most school systems. Many of them, however, consistently gave indications of problems if school personnel had been able to interpret the more subtle signs. But it must be remembered that for each of these children who have found themselves in serious trouble, many more with as serious problems were salvaged through the efforts and encouragement of understanding

teachers, guidance people, parents, and social agencies working together.

For the purposes of this book, which is addressed to teachers and future teachers, the discussion will be limited to those children who have been identified by teachers in the school situation. It will concern itself with those children in whom definite symptoms which might lead to difficulty have been recognized. The stress will be placed on those behaviors and their causes which become barriers to the achievement of greater happiness and satisfaction for individual children.

The discussion of evidences of the need for the study of children as individuals will revolve around two factors: (1) brief word pictures of the kinds of behaviors children exhibited which caused the teachers to select them for study; and (2) the teachers' concepts of the causes for these behaviors.

There is no attempt to classify behaviors or causes of behavior which might create problems for children because there are no specific behaviors or specific causes that spell trouble for them. Poor home conditions which might be considered a real deterrent to the success of one child may be exactly the factor which causes another child to succeed beyond expectations—the factor which gives the impetus to real striving. A physical handicap which may cause one child to give up completely and make him believe that it is his right to be taken care of may cause another child to be determined to lead a normal life—even to capitalize upon the handicap. One child handicapped by a deformity of the hand mastered the violin to the point that she was granted a scholarship to a school of music to study the violin, whereas another student with a hand deformity was excluded from two professional fields which he had chosen and consequently disintegrated completely and gave up trying. It is a matter of the goals and aspirations held by the student, the obstacles in the way of achieving them, and the amount of tenacity with which the student holds to those

goals. All that teachers can do is to be aware of the goals, further them in any way possible, and give encouragement. In some instances, the teacher must help the student to weigh the possibilities of achievement and maybe help him to revise his goals more realistically.

Let us proceed to meet some of the children who have been chosen from regular classrooms to be studied by teachers. As they are introduced, let us note the general impression of the reason for the type of behavior which has caused the teacher at the beginning of an in-service course to choose the particular child from the twenty or thirty children in the class. These will be selected at random from all grade levels with no attempt to give a representative sample. The quotation marks indicate the exact words of the teacher.

A KINDERGARTEN BOY, FIVE YEARS OLD:

"He mistreats younger children, uses profane language, quarrels with other youngsters, carries chip on shoulder, is not dependable, does not tell the truth, and is just a plain bully." The probable causes suggested by the teacher were: "Too many bosses (parents and four grandparents in the home), parental interference between child and other children; child always in the right, child taught how to fight other children, other children do not like to play with him and won't play with him away from school."

A FIRST-GRADE GIRL, SIX YEARS OLD:

"Antagonistic to every other child in the group; resents being spoken to or corrected in any way; goes into crying tantrums. She seems to crave affection and is in a good humor only when she is being considered first. She takes other peoples' property." The teacher interjected, "If I can take time to cuddle her she seems happy." The probable causes of this behavior were given in this way: "This behavior all came about after the death of her baby sister, people say. This is a very *poor* home. I really do not know what causes this be-

havior only that her father whips her at home and she craves affection."

A SECOND-GRADE GIRL, SEVEN YEARS OLD:

"Cheerful in the morning. Greet me with a loud hello as soon as she sees me. Eager to learn. And 'loves' school. Never cleans desk. Papers not neatly written. Doesn't know how to listen because she never attended kindergarten. Has short attention span. Guesses in reading. Shabbily dressed but likes nice clean clothes. Takes and claims articles in room." The probable causes were: "Parents unwed, parents from different race, and never played with other children."

A THIRD-GRADE GIRL, NINE YEARS OLD:

"Is uncooperative; not always kind; destructive; quite apt to tear library books, mark desks, etc.; not always truthful; doesn't respect property rights of others." The following possible causes of such behavior were given: "Was a welfare child at one time although now living with her mother. Possibly feels insecure and tries for attention by misbehaving. Also has a younger sister in the same grade who does better work than older one is capable of. Poor eyesight."

A FOURTH-GRADE BOY, TWELVE YEARS OLD:

"He has one sister. His mother and father are factory workers, but at present his mother is at home due to lay-off. He is way below grade level in reading. His spelling was very poor at the beginning of the year, but with added help at school and at home he can usually learn the required words each week. His difficulty comes in remembering them for any length of time afterward. He had great difficulty controlling his temper, but is showing considerable improvement. With both parents usually working, probably they have less time and patience with him. The mother speaks in a loud voice and seems quick-tempered. His older sister, in junior high school, is his opposite in many ways. She is a good student and easier to get along with. She sings and has made some radio and stage appearances. He probably feels inferior to her and the parents are not skillful in making him

feel equally capable. He is popular with other children. In selecting the fourth grade chairman this year by vote, he was almost a unanimous choice. He can use his fists, but it is sometimes in defense of a smaller child."

A FIFTH-GRADE GIRL, NINE AND ONE-HALF YEARS OLD:

"I am choosing this child because she is definitely maladjusted, unhappy, and unpopular. The things which delight most normal children do not arouse the least bit of enthusiasm in this girl. She doesn't wish to participate in activities which she does so well (her average is 90 and above in classwork). She is much of a recluse and sucks her thumb." Possible factors which caused this behavior were given as "very large for age; in bed a year with rheumatic fever; parents extremely nervous and dictatorial."

A SIXTH-GRADE BOY, TWELVE YEARS OLD:

"No specific interest in studying, does not mix well with group, stutters when called on to recite, seems to tighten up the minute own name is mentioned; works teeth and tongue continually, talks very incoherently and by short jerks. I chose this child because it is his first year in our school. I would like to feel I could help him rather than seeming to embarrass him. I know nothing about him except that he has two older brothers who are married and he lives on a farm."

A SEVENTH-GRADE BOY, FOURTEEN YEARS OLD:

"Constant source of annoyance in room, by talking, bullying others, always getting a younger boy in trouble by placing blame on him. Seems to delight in doing the outside schoolwork for this boy and then *insists* he had nothing to do with it! In the beginning of the term, this 'problem' was a very nice boy—seemed to mind his own business and was very cooperative. This other behavior seemed to develop around Christmas time. At times he will contradict methods of presentation in class. I wonder if this behavior is due to adolescence—since his voice is changing and he seems to like the sound of it. His behavior is an annoyance to me."

AN EIGHTH-GRADE BOY, THIRTEEN YEARS OLD:

"He does not apply himself to his studies so that he does not pass his grade except on condition. He seems immature and childish as compared with other students in the group. He either daydreams or proves somewhat of a nuisance rather than settling down to the task at hand. His parents are very upset because he does not do better, but he apparently does not care and is very lazy. This boy has one older brother who is in college and doing well. His mother and father are both working and his chief interest is sports."

A NINTH-GRADE BOY, FOURTEEN YEARS OLD:

"Very brilliant—I.Q. above 150; very precise; anti-social, but believe not intentional; uncontrollable temper; difficult for him to admit a mistake; does not respect any adult judgment; seems to annoy almost every faculty member." The probable causes for this behavior: "Grandfather has such tendencies, father likewise; believe inherited; no competition; high I.Q.; too mature."

A TENTH-GRADE GIRL, FIFTEEN YEARS OLD:

"Listless; superior attitude occasionally (feels inferior); above average intelligence but low marks; untidy; very nervous; doesn't concentrate well; doesn't do homework and always has excuses." Probable causes given were: "Poor health, cardiac trouble, overweight; poor eating habits; covering up for feelings of inferiority; lack of tidiness at home; self-conscious; lazy—perhaps."

AN ELEVENTH-GRADE BOY, SIXTEEN YEARS OLD:

"This is a very intelligent boy. His attitude is summed up in the question, 'Why do I have to do anything I don't like to do?' He seems to have a feeling that if he doesn't want to come to school, no one should try to make him. If he doesn't want to do a lesson, no one should insist upon it. Generally no amount of persuasion by parents or school authorities has any effect on him when he decides he doesn't want to do something. This boy is an only child. His father holds a responsible position. His mother is very withdrawn and does little to

encourage the boy. The father has done everything in his power to try to get this boy to conform somewhat to the accepted standards of behavior, including help from a specialist. But he admits he is at the end of his resources. The boy is not accepted by his school fellows. They consider him a bore."

A TWELFTH-GRADE GIRL, EIGHTEEN YEARS OLD:

"Speaks to no one—is not known to have spoken to classmates at all through high school career. Seems completely cut off from what goes on but does passing work in her lessons. Resents any approach by teachers who wish to help her socially; so we leave her alone, as long as she is doing passing academic work. Have never seen her smile." (It might be added here that the teacher who chose this subject was accused of wasting his time as this girl would not be in the school another year.) The probable causes given were: "Lives in a shack down by the river with great aunt. Never sees anyone. Her mother left the family when the girl was little and the father who travels widely attempts to compensate for being away by bringing home expensive gifts on the brief visits."

The brief word pictures of the kinds of behaviors that caused these children to be selected for study and the stated probable reasons for these behaviors give the best evidence of the need for the study of individual children. By actual rough count these thirteen children manifest a total of seventy-eight behaviors (an average of six per child) which are causing them trouble in their school careers. These behaviors were considered sufficiently deviate to cause these children to be selected from classrooms of twenty-five or thirty children. The degree of seriousness of these behavioral manifestations ranges from failure to write papers neatly and to keep desk clean and normal developmental problems to extreme withdrawal, antisocial behavior, and lack of emotional control. The stated probable reasons for these behaviors likewise range in understanding of seriousness from "apparently does not care and is very lazy" to a recognition of unfavorable home condi-

tions, sibling rivalry, health problems, and deviations in physique and intellect. On the whole it must be said that this sample demonstrates a genuine sympathy on the part of the teachers for those children in trouble with themselves, their families, their peers, and authority. There is a real desire to make them happier and more effective in living, as is so nicely expressed by the teacher who chose the stutterer when she said, "I chose this child because it is his first year in our school. I would like to feel I could help him rather than seeming to embarrass him." This teacher is anxious to learn about the child in order to facilitate his adjustment to social situations.

These thirteen teachers demonstrate the common needs of anyone working with children; i.e., further study into what children are attempting to communicate through their behavior, more knowledge of normal developmental behavior, further insight into the seriousness of certain kinds of behaviors, and help in sorting out manifested symptoms and basic causes. This is a lifetime study for all of us who are working with people.

When the question is asked, therefore, "What are the evidences of need for the study of children as individuals?" there is no more powerful answer—in this writer's estimation—than a brief look at a small cross section of real children from grades kindergarten through twelve. Here are all the dynamics of pupils attempting to communicate their problems and concerns and of teachers trying to figure out what they are saying as a first step in helping them to a way of behaving which will lead to a more satisfying life.

SUMMARY

Let us return, then, to the original concern of this chapter—the reasons for studying pupils as individuals. In summary, it is only through such study

1. That we can gauge progress toward the primary objective of the

Studying the Individual Pupil

schools today—to assist children to a happier, more satisfying life.

2. That we can understand the success or lack of success individual children are experiencing in meeting their life goals.
3. That we can plan appropriate classroom situations and experiences for these particular children; thus lessening the possibility of intensifying children's problems through unrealistic demands.
4. That we can understand more perfectly what children are attempting to communicate to adults through withdrawing or aggressive behavior.
5. That we can increase our understanding of the effects on our pupils of the disparity of life circumstances between teacher and pupils.
6. That we can increase the satisfaction to ourselves as teachers in the profession of teaching so we may more courageously face the problems tomorrow.
7. That we can arrive at a genuine acceptance of the constant need to study individual pupils in our classroom that will cause us to be ever on the alert for reasons for their behavior and modes of adjusting to situations.

CHAPTER II

Is the Study of Individual Pupils Possible and Feasible for Classroom Teachers?

The above question has a corollary—*Can the schools afford not to make individual study of children possible and feasible?*—which makes the discussion of the first question posed an academic one. It is a well-known fact that we make provision in our own lives and professions for those things that we really believe are important to us. All things are rearranged, reëvaluated, and reconsidered to see how we can make room in the budget for something that is truly wanted. We place first the things that we feel should be first and then fit in the other items around them as we allot our moneys, time, and energies. And just as food, clothing, and shelter are basic concerns in our personal lives, so is the study of individual children—to the end that we may assist them to live more effective lives—fundamental to learning. All the book learning will be of no avail unless a person has learned to live with himself and others. If the teaching profession has a real conviction that this is true and the members sound it abroad, the way will be paved for its becoming a reality and an integral part of teaching.

ATTITUDE OF SCHOOL PERSONNEL

The key to this whole situation is the real conviction on the part of school personnel that this *is* important. Courses required for



certification and in-service programs do not automatically bring about a continued study of individual pupils. Many *A*'s have been given in courses designed to give understanding which the instructors feel should lead to this conviction. But there is a great gap between the ability to verbalize on examinations to attain the *A* and the actual belief which allows the recipient of the *A* to place first emphasis on individualized study. There may be resistance which is born of the total life experience of the student in such courses, as it is so closely tied in with his personal and social philosophy. It is not easy to counteract the type of rugged individualism and professional philosophy which was voiced in most emphatic terms by one teacher who was "subjected" to in-service education stressing the individual approach to curricular problems. She entitled the paper which she submitted to the instructor simply "Comment."

COMMENT

My philosophy seems to be to keep to the middle of the road. Perhaps it is a cowardly way, an unimaginative way, but it does avoid the glaring errors of the extremists in either direction. In the field of education, there is much of the traditional which I believe gets better results than the "new" education. I do not mean the old method of education by fear and physical chastisement. That was the other extreme. But I do not agree with the permissive theory now being propagandized by some professional educators. I do not see how the theorist can square his idea of letting the individual do everything that comes into his head, without expressing disapproval or blame, with the idea that the individual must take his place in society and consider the rights of others. Children brought up by experts in the permissive theory make poor community citizens. Children brought up to have their own way, to consider only their own whims and desires, are unprepared to meet the demands of the work-a-day world. Those who cannot adjust, who cannot shift their perspective from

their own desires, become delinquent, determined to wrest their desires from an unsympathetic world.

I am at odds also with the theorist's conception of the function of a teacher. I was hired as an English teacher. I am a qualified English teacher. I was not hired to be, nor am I qualified to be, a step-mother, a nurse, a psychiatrist, a doctor, a minister, a social worker, a community organizer and manager. I can teach children English usage and literature, to help them in their vocations and in their leisure time. I can through literature suggest desirable attitudes and habits. But I cannot be all things to all pupils. I have 90 pupils in English each day, each of whom I see in a class with other children for a period of 35 minutes. From working on *one* case study this term, which has taken several hours of my "free" time at home, I have become certain that I could never do case studies of any value for even the most outstanding pupils in need of help.

The trouble with all the beautiful theories of those who no longer inhabit a classroom is that there is just not time enough in a teacher's day for all the things she is supposed to do besides instruct her pupils. With no free periods in the school for slow children. Also play practices. Also speech rehearsals. Also faculty meetings. Also workshops. Also committee meetings. Also P.T.A. meetings. Also marking papers. Also figuring averages. Also keeping attendance records. Also making out guidance and nurse's reports. Also marking achievement tests. Also belonging to numerous organizations which according to the merit system qualify one as a superior teacher because of community service.

Coming from a family which believes in standing on its own feet and running its own affairs, I cannot find any excuse for my intrusion as a teacher in the family life of a pupil. My parents would have resented any nosey-parkering of school officials in our private affairs. I was sent to school to be taught the skills I would need to earn my living and have cultural background.

This kind of "comment"—which is not always so honestly spoken—is very necessary for it is clear exposition of her misconception of the basic philosophy of the "new" education which

caused her to conceive of it as a deterrent to the objectives she had been taught were important and to conceive of all added responsibilities as further intrusion on her private time. Why she felt that way is very clearly stated in the last paragraph. She was brought up in an atmosphere of rugged individualism at a time when the schools served societal objectives consistent with that prevailing social philosophy. Such resistance is perfectly understandable and is representative in varying degrees of a large segment of the teaching profession and of the lay people. It is a factor to be reckoned with and to be given sober consideration, for it is the kind of pressure which forces us to examine our teaching and try a different approach. It is to be expected that this kind of resistance will be encountered when one is dealing with attitudinal changes so toned with emotional content. And we must remember that the newer emphasis of approximately twenty-five years is bucking hundreds of years of traditional thinking about education, extending back into our European heritage. Convictions as strongly expressed as those of this teacher are not easily uprooted. Nor would we desire it that way for it could lead only to chaotic thinking and runaway schemes if each innovator were able to indoctrinate with partially proved ideas without challenge. It does, however, present a terrific challenge to the ingenuity of those who believe in the necessity of the individual approach as a basis of modifying thinking which appears to be inimicable to the best interests and fullest development of the changed and varied population in our schools today.

In contrast to the above "Comment" we find a beginning of understanding generating in other teachers who have had backgrounds similar to the above teacher. For instance, one principal reports a year after an in-service program:

Some (most) of the elementary teachers have taken a different attitude toward children in general; with a greater appreciation of individual differences. This fall, every staff member in Grades K-6 has

made several "home calls" on his or her pupils. One teacher has visited all of her pupils' parents at least once. All have gained a better understanding of the child.

One older teacher was about "fed up" with teaching. She felt defeated and unable to cope with some of the problems. She received a different approach and is now ready and willing to accept the challenge of her group.

One teacher said, "I have a more appreciative and understanding feeling for the 'slow-learner,' the 'exceptional child,' and the 'handicapped child' than before. I feel that I can help each of them to progress in the educative process because I do recognize and understand.

It might seem that these are small beginnings and pretty much individual progress that are noted. But this approach must come about through such an evolutionary process—not by any quick universal change. Because changes of behavior, including thinking, come about as a result of changes of attitudes—which are by definition emotionally based—it is of necessity a slow process. However, the fact that such beginnings can be made should give us encouragement to continue teaching in this direction.

EFFECTS OF JUDGING CHILDREN BY COMMON STANDARDS OF BEHAVIOR

Let us turn now to two children—one in the elementary and one in the secondary school—who might be considered more or less representative of thousands of children in our schools. Let us see what happens when teachers hold to their emphasis on academic achievement instead of looking at individual pupils with their whole chain of life experiences. We can see in these accounts what happens to children when they are judged by arbitrary, common standards of behavior for all children.

Let us call the first child Bill. At the time the study was made by a student preparing to teach, he was nine years old, a pupil in

the first half of the second grade in a centralized school system. He had spent four terms in the second half of the first grade, after transferring from a first grade in a southern state.

The comments of the school personnel concerning the child were as follows:

GUIDANCE OFFICER:

"Bill's inability to read is a problem to both Bill and his teachers. He shows no interest in learning to read. I can't understand what is wrong with the boy. He has two sisters and a brother in this school who do acceptable work but Bill just can't do the work. His mother had a temporary insanity which is regrettable, but it was not permanent. I'm sure you will find nothing wrong in the home."

FIRST-GRADE TEACHER:

"I got tired of having him around. I don't think he'll ever amount to anything but, then, so many of the kids are like that. I don't know too much about Bill, but he sure can't read."

SECOND-GRADE TEACHER:

"He's been in this class since January and he hasn't done anything yet. I don't have time to spend on him when I have thirty-six others to worry about. After all he worked with the remedial teacher and if she can't do anything with him, I'm sure I can't. He'll drift along and never know the difference, and when he's sixteen he'll probably drop out of school altogether." She went on to say, "Bill cannot read pre-primers and can't write. He has trouble copying letters from the board. He can't tell a word from a letter. When asked to find an A on a page, it meant nothing to Bill, even though there is an A in his last name."

Here is a child, then, in real trouble as he starts his school career. He has little chance of academic survival and already is branded a misfit in the school.

Bill had been given a Binet test when he was seven years and

four months old at the time he was assigned for special help in reading. On this test he achieved a mental age of 6.3 which gave him an I.Q. of 85. The tester commented, "Friendly, cooperative, no number sense, no motor coordination, difficulty in following directions; said his mother had been in a big hospital for fifteen years."

Let us now unfold some of the information that the student gathered concerning this child which helps to explain his predicament. The student arranged for a second administration of the Binet test. He was at that time eight years and ten months old. He achieved a mental age of seven years and an I.Q. of 79. The accompanying comments of this report were: "Borderline intelligence. Poor auditory rote memory. Smiled a lot. Not sure what grade he is in. Has been in three schools. Nails all bitten off. Sleeps on living room davenport with older brother." The second measured I.Q. confirms the first and places him in the slow-learner category.

Observations in the classroom revealed the following significant information in the teacher's words:

"Bill is seldom a behavior problem. He is content to sit and be as quiet as the other children. Occasionally he appears to be listening to what is being said, especially if the teacher is reading a story. However, most of the time, Bill looks out of the window or puts his head on the desk. He follows directions slowly. When the teacher asks the class to get a pencil and a piece of paper, Bill reacts slowly without interest. During a play period, Bill usually draws with crayons at his own desk. One day while I was in the room he entered a group of boys who were playing store. He made some little suggestion and one little boy replied, 'Aw, what would you know about it? Shut up.' At this, Bill 'shut up' but continued to play with them. After about five minutes of this he returned to his own desk and began to draw again."

This anecdote is typical of his behavior with his classmates. Further information obtained by the student from an interview

with the school nurse, a home visit to talk with the mother, and the school records revealed the following story about Bill: Bill's vision, hearing, and general health are good. He is normally developed for his age. He has an older sister (twelve), an older brother (eleven), and a younger sister (six). Following the birth of the youngest child, the mother was committed to a mental institution for a period of six years. The children were placed in an orphanage for four years while the father came to this town, where they are now living, seeking work. His mother lived here and after four years, the four children were brought to the grandmother's home. The mother returned to this crowded home on her release, but the grandmother remained the head of the family. Bill sleeps on the living room sofa with his brother. His mother and father often stay up late to watch television, and the boys don't get to sleep until the parents go to bed.

In her interviews with Bill, he talked freely about his sisters and brother. He demonstrated real aggression toward the grandmother, saying she was mean to them and yelled all the time. He was afraid of the father because "he gets mad all the time." He said nothing about the mother which may be attributed to the fact that she had been in the family for only a short period at the time of the study. Most likely his comment to the Binet tester was significant: "My mother has been away in a big hospital for fifteen years."

On the basis of the facts gathered by the student, the Binet test data, and further mental testing, the principal arranged for therapy for Bill. Projective tests were given by a psychologist, the results of which substantiated the idea that the low achievement on the Binet might be partially due to emotional difficulties. As a result of an ink blot test, the tester reported that Bill had a good imagination and his intelligence appeared to be higher than otherwise indicated. Bill reacted to more of the ink blots than would be expected of a nine-year-old boy. He said, "Bill may even have

average intelligence. He is too alert and his ability to verbalize and his vocabulary are too good for a feeble-minded child. I rather think that his inability to read is a symptom rather than a problem in itself. He seems to be a terribly mixed up kid." He continued to say that he thought Bill had adjusted to his difficult situation quite well. "He is indifferent and bothers no one as long as no one bothers him."

Because of the facts gathered during the course of this case study, therefore, several things happened for Bill which might serve to give him a better chance: (1) he was removed from the completely hopeless group to which he had been assigned because of his inability to read; (2) the teachers had some real facts concerning the unfavorable home life to consider as they worked with Bill each day; and (3) the administration made it possible for him to receive therapy to help him work through his problems and free him to operate more nearly in line with his potential.

At this point, we shall leave Bill in the hands of specialized personnel trained to help him through his problems. Let us look now at a secondary school pupil—whom we shall call Tom—who was not as fortunate as Bill when he was floundering in the elementary school. Let us see his status in the eyes of his teachers and his dilemmas.

At the time the study of Tom was made, he was sixteen years old, a sophomore in a large high school. He was registered in a mechanical arts course, taking four subjects and doing failing work in at least two of them. In addition, Tom was known to have been a problem in the elementary school he attended. The school personnel made the following statements about Tom:

GUIDANCE DIRECTOR:

This director, responsible for the guidance of 1600 students, referred Tom for study—a fact which is significant in itself that he should have chosen him above all the others. He said, "Tom is a

unique boy because of his two-year history of peculiar habits and activities. He has been a constant problem to most of his teachers both in behavior and in his sub-normal classwork. He has been very uncooperative, unpredictable, and unwavering in his expression of complete dislike for the school and the teachers." This director had an amazing fund of information concerning the background of Tom, which will be included later.

SOCIAL STUDIES TEACHER:

"Tom is not good looking, wears glasses. His brother was much more of a problem. Tom acts 'goofy,' lacks emotional control, and demonstrates nervous behavior but is not vicious. He is not a good student, talks loudly but responds to a stern look. He is well-liked but has no particular friends. He doesn't like school, never brings a pencil, cannot follow directions, has no interest. He is well-dressed and clean." This teacher indicated that Tom was troublesome but that she could put up with him as long as he did not create too much of a class problem. His English teacher tried to ignore him but he was persistent in demanding attention.

ENGLISH TEACHER:

"Tom likes to give wrong answers to questions just to gain attention; sometimes he waves his hand wildly in order to answer questions though he seldom even gives an answer on the same subject that is being talked about. He is the type you would ignore if you could. He is not too much trouble since I threw him out of class a few times. He knows that I mean business. He will do little of the work and tries to catch up at the end of the term, but it is always too late. He does have a friend, a border-line moron, with whom he joins up to cause some kind of disturbance, but I can always tell when something is cooking. He has a silly grin that he gives you when you call on him. He seems to think that he must act up to gain attention. All the kids laugh at him and dare him to do crazy things. He is cheerful all the time; he never pouts when you call him down. He just gives that look. He never seems to be in a sad or pensive mood and he is positively never in a quiet mood!"

MECHANICAL ARTS TEACHER:

"Tom isn't a bad kid, he just does things to get attention. I think it's because he is smaller than the other kids. The other boys shove him around a lot but he can take it and give it back too. He doesn't pay much attention to instructions and won't do his work unless I keep after him all the time. He does poor work, has a poor attitude, and is not much interested; so there is not much sense in trying to push him all the time. He and I get along pretty well if I don't yell at him too much. When he causes trouble here he knows what I will do with him—send him to the principal. I don't think I have as much trouble with him as the other teachers. His voice is high-pitched and you can hear him all over the room when he talks. That's the only thing that bothers me."

PRINCIPAL:

"Tom has been sent to me a number of times. His teachers report that he is intolerable in class and one time he lay on the floor and refused to get up; you can imagine what happened to the class. Tom has a very peculiar attitude; you cannot make him understand that he must assume responsibility for his actions. He acts as if the crazy things he does are perfectly all right. I think he is just like his brother who was here a few years ago; I understand he is doing all right. I think his brother was more of a problem than Tom. I think Tom will be all right when he gets out of school and gets a job. It looks a little doubtful that he will finish but I guess he will be O.K."

PART-TIME EMPLOYER:

(This is included as an addendum to the principal's observations concerning Tom's future.) "I really think that there is something wrong with Tom. He is always making foolish mistakes and covering up these mistakes with some ridiculous excuse. He sometimes doesn't make any sense. He doesn't give a hang about anything; won't finish a job he starts. He will work hard at times; especially when he is alone. He seems to be trying to convince you that he *is* goofy."

SCHOOL NURSE:

"He bothers me all the time for excuses for things that did not happen. Several times he has told teachers that I excused him from class for being ill when I hadn't even seen him. I know all the teachers think him troublesome. He's been in a few times for band-aids and things but never for anything at all serious."

EIGHTH-GRADE TEACHER:

"I had Tom for all subjects during his eighth year. He did passing work in all subjects except Music. Tom had trouble keeping still. He could not apply himself to his work and he would do nothing unless he was pushed all the time." She went to great length describing the ideal home in which Tom was living, emphasizing the goodness of his guardian. She also said that his guardian had come to see her several times about Tom and had tried to help him with his homework. She also mentioned that Tom was very outspoken at home, bringing up questions that should not be discussed.

Again we see a child who is in real trouble with the school personnel because of his unconventional behavior. There seemed to be practically unanimous agreement that he was getting little or nothing from the school program, that he must be pushed all the time to do anything, and that he was a genuinely annoying factor in the classroom.

What, then, are the factors which contributed to his attitude? His medical history showed a strabismus condition, corrected by glasses; a slight tendency to be underweight but not seriously. His general health was reported to be good. He was being watched by the school doctor because his mother had died of tuberculosis. The school records included the results of the Henmon-Nelson Test administered upon entrance to high school. He obtained an I.Q. of 90. This score was corroborated by the administration of an Otis Quick Scoring Mental Ability Test as a part of this study. His I.Q. on this test was 94. It could be concluded, therefore, that neither the intellectual nor physical factors—as evaluated—were

of such a nature as to cause behavior sufficiently deviate to disturb all of his teachers.

It was necessary, therefore, to look further for the unfavorable factors causing this unmotivated and unaccepted behavior. His family history as quoted from the student making the study revealed that

. . . his mother and father died when Tom was seven years old. His mother had been a partial invalid for five years, having been sent to a local sanitarium two different times. She died as a result of tuberculosis. She is said to have been an immaculate housekeeper and a devoted mother. I think it may be significant to point out that Tom was only two years old when his mother was sent away for the first time. The father, a mechanic, died of a heart attack shortly thereafter—within the year. He was considered a good father. There is much evidence that the family had considerable difficulty because of the expense of four children and medical bills for the mother. After the mother and father died, the children were all sent to a children's home in another city. Two brothers were later adopted into families of good socio-economic means and the sister whom Tom saw often was in the process of being adopted at the time the study was being made. Tom, alone of the four children, remained in the children's home until he was fifteen years old. During the year preceding the study he was placed in a foster home. His foster mother is a highly respected woman who has raised her own family. She is very fond of Tom but is dismayed by his actions in school. She often talks over the problems with the guidance director and tries to help Tom with his school work. She does not use any strict method of discipline with Tom. Her home is clean and neat with a "homey" atmosphere prevailing. Tom is allowed to bring his friends in and does so on occasion. The home is situated in a class B residential area with liberal play space.

The student making this study recognized the factors contributing to this boy's mode of adjustment; i.e., separation from the mother at the age of two, placement in an institutional home

which can never replace the warmth of a real home, and without doubt a feeling of being unwanted as he saw his siblings adopted into permanent homes while he remained in a temporary home. The fact that this was a problem of emotional deprivation is partially substantiated by the results of the California Test of Personality which indicated an extremely low self-evaluation of his personal and social adjustment. The questions we might raise about Tom are: Is it strange that he seeks attention and is the kind of person "who cannot be ignored"? Or is it surprising that he does not have the motivation to follow through on assigned tasks? We might also add that it is not strange that the teachers found the behaviors demonstrated by Tom most annoying and disturbing. His method of adjusting to the circumstances in his life, established in the elementary school and persisting over a period of years, is one that demands referral for specialized help. Professional people, in general, are still in the initial stage of understanding such complex problems as Tom exhibits.

Teachers must know the facts of a pupil such as Tom, recognizing that he "can't do better" without real help from specialized personnel such as the public health nurse, social worker, psychologist, and psychiatrist. But we must get that help for the Toms and Bills in our schools. In Tom we see the extension of the same kinds of behavior that Bill was manifesting in incipient form in the second grade. Early help from specialists with interpretations to teachers might have done much to modify Tom's behavior had he been identified early and had a remedial program.

ATTITUDE OF TEACHER

The real task of the teachers is to understand and be able to identify such behaviors as symptomatic of something more serious so that the pupils may be referred for help. The teacher needs to understand that certain pupils manifest modes of adjustment which are difficult in the classroom and that such behavior is often

one which the pupil cannot control because of his life circumstances. The teacher must absolve himself of feelings of blame because he cannot succeed in bringing these pupils into line with standard behavior. With the removal of feelings of self-blame, the teacher may be freed to accept these students as they are, thus in the long run freeing the pupils to do better for themselves. A very pointed illustration of the effect of actual information about a pupil upon a teacher follows.

A teacher described a high school girl in her class as a "chronic skipper" who used illness as an excuse. She was also "boy crazy." Her reason for thinking that Joy was boy crazy was the fact that she wrote boys' names all over her desks and books. The teacher added that she didn't like her students to "disfigure school property." She asked the student doing the study if she knew anything about the reasons for her absences. The student told her about Joy's illness. Joy was one of four children in a family—all of whom had had rheumatic fever. Two of these children had died of the disease, and Joy was left with a cardiac condition. As a result of restriction of exercise Joy was very much overweight and, in addition, had a speech problem and poor eyesight. At the time of the study her mother found it necessary to give up her work in order that she (the mother) might undergo a major operation. Joy herself was under the doctor's care for her condition.

The teacher was very surprised, saying, "I had no idea that Joy was really ill, nor did I know that both of the girl's parents worked. As a matter of fact I had no information whatsoever about Joy's background or health." When the student told her about Joy's situation and health, she said, "I can see why Joy is out of school so much." She also asked the student if she had given any of that information to any of the other teachers concerned and suggested that it would be a big help if she did.

The teacher showed a direct change in her comments about the

pupil. She said that "Joy was a nice girl; she dresses well, is neat, and there's never any trouble with her as a discipline problem." She asked the student to come back and talk with her about it if she could get the chance and said, "When you know a child has a background like that, and there is a good reason for so many absences, it tends to make you a great deal more sympathetic." That may be all that such a child needs!

The circumstances of Bill, Tom, and Joy have been related in an attempt to support the thesis that the schools cannot afford to neglect the study of individual pupils. It is not a matter of whether the study of individual pupils is possible and feasible—the question generally asked by school personnel. The backgrounds and circumstances of all the Bills, Toms, and Joys in our classrooms must be known if we are to be fair to ourselves as teachers, administrators, and guidance directors. This takes us back to the major premise in this chapter that the key to this whole situation is the real conviction on the part of school personnel that this *is* important.

Once a teacher or administrator has the belief that this is important—once he really wants to know why Mary or Johnny behaves as she or he does—sources of information concerning Mary or Johnny are discovered everywhere. As has been previously stated, the case study approach to understanding individual pupils in the classroom is a matter of frame of mind—a way of looking at individuals—which allows one to be observing and intellectually curious about pupils' behavior rather than a matter of much busy work. Teachers capitalize upon the informal contacts with pupils to learn about them—walking to school, on the playground, before school, at recess, during free play and study periods. Teachers can increase their sympathy for pupils by actually knowing the facts concerning a pupil such as Joy and thereby help immeasurably in developing the pupil's feeling of being accepted. But they can go far beyond this if they have the skills and knowl-

edge which allow for real understanding. There is no denying that a much more intensive and effective job may be done by teachers with these skills and knowledge.

PROVISIONS FOR STUDY OF INDIVIDUAL

In order to answer, then, the original question of this chapter, let us examine a few of the administrative provisions that have been instituted in schools to make the study of individual pupils more nearly a reality—more feasible and more possible. Because such study is based on conviction and a point of view, the in-service workshop provided within the school situation is considered a first step. The workshop method was devised for the purpose of changing attitudes and ways of thinking through greater knowledge. With an in-service workshop in which all school personnel work together to increase their knowledge of child and adolescent development and methods of studying individual pupils, with each teacher actually making a study of an individual pupil in his classroom, something is bound to happen throughout the school.

Nothing is more stimulating and enlightening than the discussion of problems of an individual pupil when sitting around the table with all those people who have had contact with that pupil or his family. Unless a pupil is a newcomer to town, there may be found on a staff, in addition to his own teacher, some former teachers of the pupil, perhaps the teachers of his brothers and sisters, and maybe some teachers of his mother and/or father. There is the nurse, the guidance director, and the sports coach. There may also be found teachers who are leaders of Scouts, Brownies, or Campfire Girls; Sunday School teachers; teachers who are neighbors of the pupil's family; parents of the pupil's friends; attendants of the same church; and members of the same fraternal or community organizations. As attention is focused on an individual pupil, it is amazing how many of a school staff have

some knowledge of that pupil, his family, or his community. Many times there are extremely conflicting ideas about the child which need to be pooled. The pupil's background begins to make sense as the child is studied to find a way of helping him in his problems. The pieces of information begin to fit together so the pupil is seen as he has never been seen before. Coöperative endeavor of this type is encouraging as the teacher sees that he is not the only one who has had difficulty in understanding his behavior in the classroom. With the synthesis of all the data, it may be possible to work out a plan for helping the pupil to make a more satisfactory adjustment.

The workshop method of studying individuals has been recognized as so productive of results—raising the morale among teachers—that school boards in many communities are now subsidizing them when outside consultants or directors are brought in. School administrators in many instances are making provision for these workshops to be held partially on school time so they do not intrude on the teachers' own time entirely.

Even more important than the workshop is the opportunity for continued assistance in the study of individual pupils after the workshop has been completed. Some schools have hired part-time or full-time personnel with psychological orientation to assist in testing, gathering cumulative records, interpreting data gathered, interviewing, and the like. Many times these appointees assume the title and role of director of in-service study. Other schools carry on this work among the staff through time freed for case conferences. These conferences may be composed of all the teachers of pupil X called together to see how he can best be helped to a more effective adjustment. A concerted plan is worked out so that all of pupil X's teachers are working from the same reference. Personnel specialized in the area in which pupil X is having difficulty may be asked to participate in these conferences. Once the ball is started rolling, once teachers are convinced of the

importance of knowing about pupils and sharing their information, many informal discussions which are very productive spring up at odd times.

In a school in which case conferences are held—be the program at the elementary, secondary, or higher education level—the kind of incident which follows could not happen. It brought home to the author with dramatic intensity how inclined we are to sit back and judge behavior on the basis of our own preconceived ideas of how a person should behave in certain situations, based on standards we have adopted from our own experiences. There is no consideration of what has happened to the person being judged before the time he came under our tutelage. This particular incident took place as a committee of teachers of freshmen in a small college met at midyear to reconsider students who had been admitted to the institution the previous September. One student who was doing well academically was almost unanimously condemned as being a scatterbrain with—among other things—no sense of responsibility, very immature in behavior, and no concept of proper hair-styling and dress for a person planning to teach. It was sheer coincidence that this writer had just finished reading an autobiography of this student (an assignment in an English class done for practice in expression). In this account, the girl told most simply of the death of both parents in an accident when she was six and of her going to live with her grandmother who believed that there was no need for education beyond the eighth grade as they needed her as a field hand. At that juncture, she ran away from her grandmother's home, asking assistance from state authorities to see her through high school. She was, as a freshman in college, making her own way, working for board and room by doing housework because she wanted to teach. With knowledge of these facts came a shift of attitude. A total reevaluation of "scatterbrain," "no sense of responsibility," and "very immature in behavior" had to be made in light of the newly acquired

knowledge. The girl continued in her teaching course and became a very successful teacher because a faculty met and pooled information and assumed a more understanding attitude toward her.

The opportunity must be made in the busy school day for such sharing of information. This has to be done administratively which means that the administrator must have the conviction that this is worth while before his teachers can carry forward. An outstanding example of this kind of imaginative administrative planning was observed in a rather large junior high school which was divided into small schools. Each unit of about 125 pupils was taught by a common staff which was free for one complete period each day to discuss their pupils. Some of these periods were devoted to staff conferences with parents of certain pupils who were having difficulties. Some of them were used to extend staff knowledge of the normal development of adolescents. Still others were spent with the nurse, the guidance officer, or school social worker who assisted the staff in the areas represented by these specialists. Other periods were devoted to evaluation of the work of the pupils. These children became individuals to this core of teachers, and there was common knowledge of the problems they were facing and a common understanding of their needs.

Other schools have worked out systems of continued guidance through the continuation of the same home-room adviser through the junior high or high school programs. One teacher in such a system became responsible for learning as much as possible about the twenty-five or thirty pupils as they entered the program, continually adding to that knowledge throughout the program. The home-room teacher, then, interpreted the pupils under his guidance to the other subject teachers of the school. Instead of holding all teachers responsible for learning about all the pupils under their tutelage, each teacher could concentrate on a few over a period of three or four years. That teacher was able to follow the educational, personal, and vocational plans of these pupils

through their adolescent changes. But it took the vision of both teachers and administrators to make it possible.

Elementary schools have made many provisions also for time during the school sessions for teachers to learn about their pupils. Many schools grant free days or afternoons for teachers to visit their children's homes at times when it is convenient for parents. Other schools have hired relief teachers who take over the classroom while the regular teachers either visit homes, interview parents, or work on individual records. It is becoming more and more common for schools to have as regular members of their staff a school social worker, school psychologist, or like personnel to work on problems of individual pupils. There is also a beginning in some schools of twelve-month contracts for teachers which allow paid time for working with cumulative records, visiting homes, making curricular adaptations to meet known individual needs of the prospective class, and generally freeing the teacher during the school year because of advanced planning.

SUMMARY

Thus when we ask—Is the Study of Individual Pupils Possible and Feasible for Classroom Teachers? the answer is, yes, for it has been and is being done. In those schools in which the administration and the teaching staff see the value of it, in which the school personnel has the conviction that this *is* important above other things, the work is already going forward. And more and more boards of education and those concerned with community problems are convinced that the schools can no longer afford to neglect the study of individual pupils—they must make it feasible.

CHAPTER III

What Factors Indicate Need for Study of Individual Pupils?

In the preceding two chapters, there was set forth a discussion of the need for studying individual pupils in the classroom, followed by an answer—in terms of what is being done—to the question: Is the Study of Individual Pupils Possible and Feasible for Classroom Teachers? The main question of the second chapter was superseded by a more basic one, maintaining that the schools cannot afford to neglect making the study of individual pupils possible and feasible and emphasizing the importance of the part played by the conviction that this study is necessary if pupils are to be helped to a greater realization of their potential and to lead more happy, effective lives.

This chapter is concerned with the factors which indicate need for the study of certain individual pupils. It is obvious that the intensive study of all pupils in a class is not possible. Again the emphasis is placed on those factors which are readily observable in the classroom to a teacher who may have had no special training. As the reader scans the list of factors, he must remember that these are merely clues to problems. In almost every case there are multiple manifestations of difficulty which cannot be isolated, but for the purpose of this chapter the categories are established arbitrarily in accordance with the clue which is most prominent

or most objective. It is a well-known fact that different teachers regard different clues as more serious than others because of their own standards and values. The classification of clues in this chapter is as follows: poor attendance; loss of interest or no interest in schoolwork; health factors and physical deviations; problems in achievement such as a sudden or continuous drop in achievement, achievement out of line with measured intelligence, and reading disability; nonacceptance by classmates; and emotional problems such as aggression and hostility, extreme attention seeking, emotional outbursts, anxiety and nervousness, low self-concept, and withdrawal; and socioeconomic factors. These factors, outstanding in the cross section of case studies used as a basis for this book, will be discussed in this order.

POOR ATTENDANCE

Attendance has always been a major consideration in school programs, but the emphasis has been placed many times on perfect attendance for a total class for a certain period of time—a week, a month, a term, or a year. However, attendance has real significance when it is considered from an individual reference point. The nurse and the officer in charge of truancy have been concerned with this aspect of the pupil's behavior, but it goes far beyond a matter of health or law. Attendance may be the key which will open the way for a real understanding of the problems the pupil is facing. Teachers cannot pass it off with the comment that "she is a chronic skipper" or he uses "absence as an excuse for getting out of work" without any knowledge of why the child absents himself from school so often. Many times this pattern begins in kindergarten and may be indicative of overdependency on the mother and failure of the child to make the adjustment to his larger social world in which the other children "pick on him." An example of this kind of situation may be cited. Dick, the child of older parents, was "very much wanted" by his mother. He

found the trip to and from kindergarten very threatening because the boys stole his hat and otherwise molested him. He reacted to threat situations with an upset stomach and awakened in the night regularly with difficulty in breathing. This caused his mother to keep him home a good deal of the time, and when things went wrong at school he had to be taken home by the nurse. Already this child has established a pattern of adjusting through withdrawal and physical symptoms which will cause him difficulty in the larger social context.

This case may be projected against that of a fifth-grade child who was studied because he refused to play with his peers, preferred to read, and was "high-strung and sensitive." There was no record of any illnesses for the child but a consistent record of more than the average number of absences from his entrance into kindergarten. In addition to the fact that there was an initial overdependency upon the mother, there was a serious illness of the mother which kept her away from the family for several weeks and the death of the father which occurred when he was in the third grade. These happenings naturally tended to intensify the dependence upon the mother, especially as the child had very superior intelligence and was real company for his mother. There is no value in attaching any blame to either the mother or child in a case of this sort. Circumstances combined to create the real problem for this child. Teachers, however, have to appreciate these circumstances and their effect on the child's development instead of saying, "He is my most intelligent student but I think that his mother pampers him, keeping him out of school very often when he sneezes or coughs once or twice." In this statement the teacher demonstrates a certain nonacceptance which can be communicated to the child in other than verbal ways.

Another case may be cited in which the pupil—whom we shall call John—became an habitual absentee when it was necessary for him to be placed in another home situation. His mother died

shortly after his birth and the whereabouts of his father was not known. Until he reached the ninth grade he lived with an uncle and aunt and attended a centralized school in which he did superior work in line with his recorded I.Q. of 145. He was given two double promotions because of his superior achievement and generally good adjustment. At the death of his aunt when he was in the eighth grade, he was placed with another relative in an urban area. He disliked his new living situation intensely and during the first half of the ninth grade had thirty-seven illegal absences. The combined comments of the school personnel were these:

"He would probably be a good case for you to study although there is not much of a problem there. I think that he is a bit lazy and perhaps spoiled. It seems a shame for a boy with his potential to waste it."

"There is not much that I can tell you about John. I was never able to get much of anything from him; most of the time he just sits there."

"I am glad to see that someone has chosen John for their study. He is doing poor work, but then he has been absent so much. I have noticed that John does not make many social contacts in school and those he does make are usually with the wrong kind of boys. . . . He is never a disciplinary problem. He is obedient."

"So you are doing a study of John? I am afraid he is a little baby. Sometimes he is quite a problem." When the student supplied the information about his background, the teacher said, "Oh, I didn't know. Do you have any more information that you can give? We do not have enough time to make complete studies on all the children and when we are able to get such information, it is very helpful. It helps us to deal with the children more intelligently. You know, often when these children continue to come in to us it seems natural to consider them as troublemakers. But with an I.Q. as high as 145, he certainly deserves a lot of effort to save."

Studying the Individual Pupil

When the present guardian was approached in interview she said, "Well, certainly it isn't anything in his home that keeps him from doing well in school. It isn't our fault! We try to see that he gets his school work and all that. . . . It is difficult to raise children in the large cities of today. They can find so much to get into. We try to keep him in."

John, himself, showed excellent insight into his problem. He said that they had taken him from his uncle's home because he should be in a home where there was a "mother." He said that he was not happy in his present home because his guardians are not considerate of him and he cannot get used to city living. All that he wants is to return to live with his uncle because he is the only parent that he knows and the only one with whom he is happy. "He is always kind to me and respects my point of view."

John is a boy who through his truancy is expressing his unhappiness deriving from a home situation incompatible with his adolescent needs. It will take the combined resources of the relatives, the school and social agencies to restore John to the point where he can again achieve. Attendance was the most definite and observable symptom of his problems.

LOSS OF INTEREST

Closely allied to the factor of absence is that of loss of interest or no interest in schoolwork. Many times these two factors combine to create the problem for the pupil. A girl whom we shall call Gail is a case in point. When the study was made of Gail she was fourteen years old and in the second term of the seventh grade. Her case is significant in that her complete disinterest and apathy in the school situation—which is the only real problem as far as the teachers are concerned—began when she entered school and extended through the grades. She had been preceded through school by three older brothers and an older sister, none of whom had gone beyond grammar school. Therefore, she was charac-

terized as she entered as "one of the Green kids." She was referred for study because of her "apparent indifference and possible mental retardation." This latter complaint was not borne out by the testing which placed her in the low normal category. Her grade school record ran thus: Gail entered kindergarten at the age of five. During the second half of kindergarten, she was absent for twenty-four days. She failed the first half of the first grade and also received an *F* in deportment (no reasons given for this mark). After repeating the grade, she was promoted, although her marks were not much better. She was absent for thirty-nine days during the second half of grade one. After repeating the first half of the second grade, she changed schools and did better work for a while, but had to repeat the fourth grade and was given remedial reading. At the age of ten she was placed in the "health" section of the school in which the children received special attention although there is no record of illness. It was indicated that she had a slight underweight condition. She remained in this special class for one year. She passed the sixth grade with all "C's" and "B's." She was then placed with a slow division of the seventh grade.

There was real evidence in this school history that the school authorities had made several provisions to help this girl. The basis of the indifference was found in the attitude toward school held by the family. They made no effort to stimulate her interest. The whole family "seems to be satisfied merely to be able to provide a certain amount of material comforts." After an interview with Gail, the student summarized in the following manner: "I am inclined to think that she would like to finish high school. Despite the apparent lack of interest, I think that she would regard graduation as a real personal success. The family, however, seems to offer no encouragement in this respect. Her three brothers and her sister before her have quit school as soon as they were old enough, and Gail, too, during the last interview ap-

parently thought it almost inevitable that she would do the same thing." The student appended her interpretation of Gail's problem by saying that

. . . such a history of failure could not possibly fail to have an influence on Gail's performance. She has shown that she is capable of much better work than she does. Perhaps, however, in situations in which she does have a real desire to succeed, her fear of failing again makes it impossible for her to do well. For the most part, I think she has ceased to care whether she does well or not. Since she first began school, she has neither been expected to succeed nor has she been credited with being able to do so. She has never had a genuine success experience as far as her school work is concerned. Consequently, she has come to expect little of herself. Perhaps part of her lack of motivation may be found in the fact that she hesitates to put forth her greatest effort in fear of meeting only more defeat.

In the instance of Gail, then, we find a girl whose potential will probably not be realized because of a family attitude of satisfaction with nonachievement and a disinterest in academic work fostered by consistent failure through school. It must be remembered also that the school cast her on her entrance to school as "one of the Green kids" with all its implications.

Mike was another pupil who demonstrated a lack of interest and almost complete lack of motivation for schoolwork. He had normal intelligence; according to one administration of the Otis Test of Mental Ability his I.Q. was 104. He was an only child who experienced his first failure in the ninth grade. Both his father and mother worked, and he picked up his lunch at school and his dinner downtown generally when he went on his job at the bowling alley. His parents always gave him money enough for his meals so he gave up his job and spent most of his spare time playing sports at school and at the Y. At the time of the study, Mike was failing three out of four of his subjects. The teachers reported: "He can do the work. He's no behavior prob-

lem." "Mike just has an indifferent attitude—seems to lack power of concentration." "He *is* an adolescent." He was a star basketball player and thought he might like to go to college if he could get a sports scholarship.

The interviews with Mike revealed again a basic attitude against academic education engendered in the home. Mike said,

I just don't do the work. I can if the teachers push me. I would like to get a scholarship and go to college but only an athletic scholarship to play ball—not to study. A college education doesn't make a person a big shot. Why, my dad didn't finish high school and he makes good money and he told me about a fellow who is a college graduate in engineering who is working for someone else. He hasn't such a hot job. Take my uncle—he didn't finish high school and he's a head baker. I wanted to be an F.B.I. man but found out that you have to go to college and be a lawyer or an accountant to be one so I'll probably just take any kind of a job. Anyone's crazy not to take a job with the most money. Money is your best friend.

Mike's problem seems to be one of lack of motivation with no well-defined or maybe conflicting vocational goals, although he was pursuing a college preparatory course of study in school. The school brought pressure in the direction of going to college while the parents kept stressing the fact that he should appreciate how much money they had spent on him. They made it plain to him that there is very little correlation between money made and education received.

Many other cases of indifference to schoolwork due to various causes could be cited. This factor will appear constantly in combination with other factors throughout this chapter. Suffice it to say that indifference to schoolwork is an important symptom to be investigated.

HEALTH FACTORS AND PHYSICAL DEVIATIONS

A total book could be written about health factors because

they appear in practically every case study in one form or another. That they are basic to a productive and happy life and operate to a degree in all motivation is an accepted fact. Yet we find constant ignoring of these vital factors by both the home and school, except in sporadic moments when an examination has just been made and a note has been sent home to the parents which raises their anxiety or ire for a short period. There is not the proper realization many times of the effects of physical handicaps on the child's total social, emotional, and intellectual development. A cross section of case studies in our schools reveals pupils who have experienced long hospitalizations for rheumatic fever and polio with varying degrees of residual handicap ranging from the kinds of behavior and appearance almost unobservable to the untrained to the unmistakable forms of behavior and appearance. It is the first group which is very often unidentified except as behavior problems. There are the pupils with congenital defects in speech and hearing and vision, amputations, and bone deformities who must be helped in their adjustment to the classroom by clinicians, therapists, psychologists, nurses, and other specialized personnel. This is not enough, however, for these pupils must also have teachers who understand the impact of these deviations on the pupils' healthy social and emotional adjustment among "normal" children.

In the physical and health category may also be found the undersized boy and the oversized girl as well as the overweight boy and girl with the concomitant emotional and social problems. Glandular disturbances, causing deviations in weight and growth and either nervousness or apathy and listlessness, are responsible for the problems of many of the pupils who are referred for individual study. The diabetic and the epileptic pupil who through medication can control the more severe effects of their illnesses need to be identified and given special understanding in the classroom. Lastly, there are the less dramatic and less observa-

ble health difficulties, stemming from malnourishment or anxieties about contacts with relatives who have communicable diseases like tuberculosis, which are nonetheless very real factors in the pupil's adjustment and achievement in the classroom. Many times it is not enough for teachers to be cognizant of these physical factors in the children themselves; they must also know facts concerning the health of the parents and siblings. Children are greatly affected by their anxieties concerning parents. Many instances could be cited of children who are disturbed by periodic illnesses and hospitalization of parents or whose lives at home are affected daily by parents with hypertension, diabetes, tuberculosis, cardiac conditions, progressive blindness, and the like. Many times day-dreaming, withdrawal, indifference, nonachievement, or over-aggressive behavior may be explained almost wholly by the health factors in the family.

Again, the fact that these factors seldom occur singly is borne out by the case of Joe, a pupil in a centralized school. It may be considered that his basic problem was one of health which had affected his adjustment from the day he entered school; yet when he was studied at the age of fifteen years and eleven months in the eighth grade, he had continual absences and was completely indifferent to the classroom activities—"just waiting until sixteen to get out to contribute to the support of the family." The teachers "felt sorry for him because he never had a chance." They went on to say that he was no discipline problem. "He's a good kid. He's a poor (economically) kid. If he would come to school more often I feel that he could do the work." This particular pupil was selected to illustrate the health factors because his study included absence and indifference discussed in the preceding two sections and was basically a case that was recognizable as a health problem even before Joe went to school. Also his problem spans the elementary and secondary levels, giving the elementary

teacher a picture of what happens to a pupil who starts school with a handicap as he attempts to meet his developmental tasks.

Joe was born with very crossed eyes. He had one eye operation when he was eight years old. A second operation which was recommended was not performed, and at the time of the study he had 25 percent vision in his left eye. This meant that his appearance was affected as he started school, and he suffered a real handicap when he began to read. In addition to the health factor, his father was killed in an accident when Joe was four years old. There is very little in his elementary educational records but because of academic failure he was referred for an individual Binet at the age of ten years and ten months when he was in the third grade. He obtained an I.Q. score of 79 on that test with the accompanying comments: "Borderline intelligence. Not too attentive. Would sometimes start to answer before the examiner had finished the questions. Nails bitten, very cross-eyed, lisps." At the time we met Joe in the eighth grade, he was two years retarded, waiting for his sixteenth birthday. The student making the study characterized Joe on first acquaintance as "unclean of clothes and body, a strained and stoic face which seldom smiles and physical age beyond the others in his class; his eyes are bad enough to handicap him—also extremely nervous."

As the study progressed, further description of Joe was added:

He is self-conscious about his eyes, which are slightly crossed and does not like to wear glasses in groups. He is afraid to wear his glasses in gym. He hangs back and has to be led. He will plunge into any task or assignment with all his effort. He hungers for attention, but will not step out into the open to get it. Joe knows that he is not dumb and that he could do better work in school, but he has had too many failures, which have taken away his initiative. I think that he rationalizes that it is easier to behave in the manner that he does.

A sociogram done in the class substantiated the observations that

he was a complete isolate—selected by no one as a best friend or one the others would like to have as a friend. He selected the most popular and brilliant pupils in the class.

An investigation of the home situation through the school personnel—as a home visit by a novice was not advised—revealed the following facts: There are three younger siblings in the home. "His mother suffers from hypertension which has considerably limited her role as a wife and mother. She must be continually careful not to overexert herself. It is extremely dangerous for her to be under duress and emotional strain, as it may be fatal. Poor health is the real factor in the negligence of her home and children. The stepfather, who is much older than the mother, has a very severe stomach disorder which prevents him from being employed." Thus Joe as he was observed in the classroom at the age of fifteen years and eleven months was explained by the background of his own health factors and those of his family. The fact that Joe was still trying and conforming in academic and social situations was the remarkable thing as he had so many strikes against him. He had a real feeling for his family and wanted to contribute financially. He was still characterized by his teachers as "a good kid."

The fact that only one case is included in this section on health factors is the result of the magnitude and diversification of the problem. The introduction to this section indicates the many varied types of pupils who would be included in this category. It seemed that the relationship of the health factor to such areas as achievement, social adjustment, and emotional problems could be more effectively illustrated in accounts of pupils who combine one, two, or more of these factors in addition to the health factor—to wit, the story of Marilyn in the following section. It is impossible to classify the types of problems in any neat list of categories with the multiple factors attendant in most of the studies.

Studying the Individual Pupil

PROBLEMS IN ACHIEVEMENT

In this area of achievement factors which indicate the need for more detailed investigation of individual pupils are: sudden or gradual drops in achievement, achieving out of line with measured intelligence when that measure is determined by more than one reasonably valid administration of an individual or group test, and consistently low achievement and failure—many times including a reading disability. Actual achievement at a particular time is not significant unless it is projected against the pupil's potential ability and previous educational history. In order to interpret achievement it is necessary to have access to records giving this information. Many times changes downward in achievement go unnoticed through the failure of school personnel to gather or study accumulated records from previous schools attended by the pupil. But such records provide an excellent thermometer of symptoms indicating the necessity for further study.

To illustrate the importance of a radical drop in achievement as a symptom of need for further study, the case of Marilyn has been chosen. This study has also been selected to emphasize further the health factors of the previous section. Marilyn graduated from the eighth grade as a high honor student, meaning that she had grades ranging from 90 to 95 with an average of 93. In 9-1, which was part of a senior high school program, she received the following grades:

<i>Subject</i>	<i>1st marking period</i>	<i>2nd marking period</i>
English	<i>B</i>	
Social Studies	<i>C</i>	<i>C</i>
Mathematics	<i>F</i>	<i>A</i>
General Science	<i>B</i>	<i>D</i>
Latin	<i>C</i>	<i>C</i>
		<i>F</i>

For the first time in her school career, Marilyn experienced failure and much lower achievement generally than that which she had demonstrated previously. What, then, was the reason for this

decided drop in achievement? It cannot all be attributed to difficulty in adjusting to a new and larger school situation.

When the teachers were approached for information concerning Marilyn, they for the most part agreed that she was a "very nice person," and they sympathized with her for her many illnesses which seemed to be a combination of sinus, allergies, and asthma; but they reiterated that it was impossible in a school situation "to help one pupil make up for so many absences." Several teachers mentioned her overweight condition, which was emphasized by a "very heavy torso" and "extremely wide hips." Another teacher spoke of her "peculiar carriage" and indicated that there must be something wrong with her back. Two teachers brought out the fact that she had as her best friend a very brilliant girl who achieved excellently in all her subjects. They all said Marilyn was "a wonderful girl" and a "nice child." One teacher made significant comments when he said, "She is a plugger and her work is never of poor calibre but it is not as good as she would like it to be. You know her best friend is an exceptional student—all A's. I often wonder how Marilyn feels when Mary gets such superior marks in this class. No matter how low Marilyn's grades are, though, she receives and accepts them willingly and usually with a smile."

Marilyn's testing revealed some significant facts which helped understand her a little better. An individual Binet given when she was in the second grade yielded an I.Q. score of 101 with the accompanying comments: "Motor coordination not too good; nervous; bites nails; heavy torso—needs physical exam." An attempt was made by the student to obtain another I.Q. measurement on the California Test of Mental Maturity. She achieved an I.Q. of 110 on this test, but a note was appended which said, "Throughout the periods of testing, Marilyn was never completely well. She was either bothered by sneezing and sniffing or a mild headache. She often needed to use her handkerchief and

as this was a timed test it lowered her performance." Her Iowa Silent Reading Test indicated that Marilyn had superior reading ability. As a fourteen-year-old in the ninth grade, she achieved on that test as an eighteen-year-old in the twelfth grade. Marilyn was a prolific reader. It must be concluded that Marilyn had the intelligence to do high school work although we could not be sure just how high that intelligence was from the measures recorded.

The California Test of Personality added further significant data. Her self-adjustment was exceedingly low with recognized nervous symptoms and no feeling of personal freedom. She felt that she tended to withdraw and lacked self-reliance. She scored very high on family relations which was substantiated by her statement that she "feels safe at home." The Mooney Problem Check List in which she had an opportunity to check the problems which most troubled her gave further evidence of her concept of her problems. Marilyn believed that her greatest problems were in the following areas: sickness, overweight, school grades and not wanting to study, parents expecting too much of her, need of male companionship, and money. Interviews with Marilyn uncovered real concern about her one girl friend, Mary.

Mary reads only deep books which I can't understand most of the time. When I finish books she picks them up but after she is halfway through them she gets bored and doesn't finish. . . . Mary has grown so bold. I don't know why I use that word. It's just that she is so snooty in a group of girls. I invited her to see my Easter clothes. I modeled my dress and she said, "Isn't that too old for you?" I also bought a pair of shoes with straps which I liked very much. Mary said, "Those look like old ladies' shoes." She may not realize it but I felt terrible and I haven't wanted to put them on since that time. Mother doesn't like Mary because she has a superior air about her.

She also said that Mary was doing wonderfully in Latin but she was no help to her. Another time she registered very great

disappointment that Mary did not call her up at any time during the whole week she was out sick.

A brief picture of Marilyn's background was necessary at that point to gain further understanding of her problem. When she was two years of age, she and her mother followed her father in his various army assignments until he was shipped overseas directly after Pearl Harbor. For a period of three years following this, Marilyn and her mother were very close. She attended four different schools from grade one through grade eight, and it was not until she reached the seventh and eighth grades that she did exceptional work. The onset of the allergies, asthma, and sinus was placed during the summer preceding her entrance into high school. In her own words, she said, "My asthma came last summer. I was at camp and we were learning life saving. Since I was the biggest one there and everyone could see me they decided to use me for an experiment. Well, I went under and I thought I would never come up. I get very sick from being under water like that. Shortly after that time I had a bad attack of sinus and asthma." At the time of the study, Marilyn's attacks of asthma coincided with threatening situations: in the English class, after her grandmother's heart attack, and after each failure in school. She wanted to talk about her illnesses to adults, but disguised her talk about it by saying that she "had a friend who had asthma attacks." One teacher, who also had asthma, told her that she had discovered that her attacks came at times when she was worried, and Marilyn sounded out several adults to find out whether they thought this might be possible.

Thus in the case of Marilyn we find a girl who showed a radical drop in her academic standing and who was no longer achieving in line with her measured intelligence. In addition, she was concerned about her relationships with boys and girls, her overweight, her illnesses, and her parents' expecting too much of her. (A factor which was revealed in the testing and corroborated in

the home interview, although they protested that it was all right with them whether Marilyn achieved well or not.) She was withdrawing from her social group and escaping into prolific reading, feeling "safe in the home." In other words she was having extreme difficulty in making the necessary adolescent adjustments because of her overweight condition, her illnesses, and overdependence on the home. This girl was first treated by the family doctor. When the allergy condition continued to provoke "attacks," she was referred to a specialist in internal medicine. He was treating the allergy and asthmatic physical symptoms and, according to his report quoted by the parents, he was working with the family on the concomitant emotional factors.

In the preceding case we have discussed in detail for one pupil the factor of lowered achievement, caused primarily by illnesses and general inability of the pupil to make the kind of adjustment demanded by adolescence. If we push further back, we find the understandably close association with the mother while the father was overseas and the many changes of school operating unfavorably in the girl's adjustment. Marilyn's problem was one of long standing—as was indicated by the brief comments accompanying the Binet report—but that problem was intensified as she attempted to make her adolescent adjustments.

Let us turn next to an elementary school child, a boy who is nine years and six months old in grade 4-1, to see how lowered achievement affects him and to demonstrate that young children also can become concerned and anxious when they know they are not pleasing their parents through their achievement.

Phil did very well in the first grade, receiving ninety in reading, writing, and arithmetic during the first term and straight B's in the second term. His good achievement carried through the first term of the second grade. In the second term of the second grade he dropped to C and D in reading and C's in arithmetic. By the end of the third grade he was a straight C pupil in all subjects

graded and was considered a reading problem. A reading test at the beginning of the fourth grade demonstrated reading skill comparable to that of a child in the eighth month of the second grade with a particular weakness in vocabulary. An administration of the Binet test yielded an I.Q. of 108 which means that his intelligence as measured was sufficiently high to allow him to cope with the task of reading—all other things being equal. Phil was well liked by his fourth-grade teacher and got along very well with the other children in the class. The principal spoke highly of him.

It was necessary, then, to look beyond the school for more data to help in ascertaining the cause of his difficulty. When his mother was asked about Phil she said, "Phil is a good boy. He is quiet and doesn't give me any trouble but he isn't as quick as his young brother who is very bright, more friendly and outgoing than Phil. I am worried about his reading. He has to be made to read." The mother went on to give the following background:

Shortly after Phil was born his father was called into the Army and we moved to my mother's. Phil did not see his father really until he was three years old when he returned from war and we moved to our own place. A year later Phil's younger brother was born. Phil suffered bilious attacks with vomiting and fever after we moved from my mother's where my brothers and everyone paid a lot of attention to him. The doctor said this was nervousness from an environmental change. When he started to school he was absent a lot because of nausea and sick stomach. He did all right until Grade Two when the reading problem began. Then in Grade Three, the teacher put him in the "dumb" row and he was "very upset." He didn't like the teacher either and now in the fourth grade, even though he isn't in a slow group, he says the kids know he is slow.

It may safely be said of this child that he has a real reading disability and is not achieving in line with his measured ability. The cause may be traced to the lack of confidence in himself,

nervousness, and sensitiveness engendered by the upset in the home situation when the father was in the service and the competition with the younger brother. (Projective test data supported this conclusion.) This was intensified by his poor achievement in the second grade which caused him to be placed with the slower children. The school authorities recognized this and were working with Phil from both angles—therapy for his emotional difficulties and help in remedial reading. This was a problem that was recognized through the fall off in achievement—probably in time to insure his achievement at his level of intelligence in subsequent grades.

Achievement is a vital factor in the adjustment and happiness of the school-age child. Whether the child is satisfied with his achievement depends largely on the aspirations held for him by his parents, the degree of tenacity with which they seek fulfillment of these aspirations, and the pupil's own concept of how he should achieve—generally a reflection of his parents' aspirations for him. Many dull and average children who are doing work in accordance with their abilities, make very good adjustments when their abilities are recognized and accepted by the parents. Parents, who expect their child to go into professional education when he demonstrates low normal ability and wants to be a mechanic, create real problems for the child. When the father who has a special aptitude in a certain area sees no reason why his son should not have the same proficiency and sets about drilling him for that proficiency, he may block the child so he is unable to do as well as his abilities would allow him. Parents who put pressure on a child to achieve educational and professional status that they desired but did not achieve complicate the life adjustment of the child. Pressure to have a "perfect child" and one of whom parents may be proud confuses the child, and he fears the consequences when he does not achieve in accordance with their expectations. Neither do children like to have parents say, "I know you are

doing as well as you can," which implies that they don't expect much of them. The manner in which this is handled and the degree of emotion involved are the important factors and, in the last analysis, the level of achievement attained is a product of the degree to which the child is accepted by his parents for himself and not for what he can do to enhance them.

Schools do much to bring pressure on children when parents do not. There is still a definite emphasis in the secondary schools that college education is necessary for anyone who "is to amount to anything." There is a general discrediting of any ambition other than the white-collared job. This attitude in the school very often causes resentment and confusion for the child who comes from a home in which the father earns his living in other than a white-collared job. In those instances in which the school or the parents bring pressure to have children enter vocations or courses not in line with their interests and/or abilities, problems in adjustment may occur in the social and emotional areas.

NONACCEPTANCE BY CLASSMATES

One of the most important factors for teachers to observe in children is that of adjustment with other boys and girls in the classroom. The child who is not happy in school with his own age mates, who cannot share with others, who cannot let others take the lead at times, who cannot go out to seek friends, and succeed in gaining friends—at whatever age level—is a child with a problem. Inadequacy in this area may be based on insecure home relations; overprotection; differences in appearance, mental ability, or cultural background; health; or any number of causes or combination of causes. It is a factor which manifests itself very early in school and is observable in the free kindergarten situation. In kindergarten we find the child who stays home from school because "the kids are mean to him on the way to and from school"; the child who pinches and kicks the other children on the

sly; the child who must grab the toys from other children and destroy what they have constructed; the child who must always be first; the child who stands on the periphery unable to make any entree into the group and prefers solitary activity; the child who locks herself into the playhouse and refuses to let anyone in; and the child who just stands around, hoping that someone will ask him to play. All of these children need help in making their adjustment to schoolmates, and there is no more productive time in the school career for helping him and assisting the parents in gaining insight into the child's problem. Parents of kindergarteners are for the most part reaching out for help, trying to understand why their child behaves differently from others, and the major emphases of the kindergarten curriculum lie in this area. At this stage of his educational career when he is attempting to make his adjustment to the broader school community, the child has not achieved a reputation, reinforced by repeated unsuccessful attempts to achieve social acceptance by his peers through means that are unfruitful. But this reputation is formed fast, and the child feels frustration and rejection at a very early age even in the kindergarten or nursery school. In the first grade we may find the child who continually says, "But they don't want me to play with them," or "They don't like me." One first-grade child was known to throw her purse in the door each morning before she entered to see whether she was to be accepted. When a visitor came to the room, the children said, "Don't pay any attention to Delia; she's crazy."

Everyone wants and needs to be accepted by his own age group to feel socially adequate whether in nursery school, kindergarten, the elementary or high school, college, or in the field of work. He must be helped early in life to achieve that acceptance before he is filled with inhibitions about reaching out for social relationships or before he establishes a pattern of such aggressive and demanding relations with others that he is rejected by them. The

whole important area of human relations rests on the ability or inability of our children to make these adjustments with others.

We have already met, in previous pages of this book, children who were not accepted by their peers. Bill was the third grader with extreme reading disability who, when told by his playmates as he tried to enter a group playing store, "Aw, what would you know about it? Shut up," did just that and withdrew to his desk again. There was the fifth grader who "refused to play with boys and girls his own age," withdrew to his home and his own room. Joe, the teen-ager who had crossed eyes about which he was self-conscious, was accepted by none of the boys and girls in his class and was just waiting for his sixteenth birthday so he could be free from it all. And Marilyn, the overweight girl with asthma, allergies, and sinus was worried about her relationships with boys and girls, withdrew to her home where "she felt safe," and read prolifically. We have found that the difficulties in social relationships exist in combination with many other factors. The child who is not happy with other boys and girls may withdraw physically with many absences or mentally with a marked indifference toward school activities or may strike out with extremely aggressive behavior toward his classmates. The child who is preoccupied with health factors may not have the courage or the energy to work out social relationships.

Let us turn to the story of Ray, a fourth grader who is ten years old and who seems to have at the core of all his difficulties the inability to get along with boys and girls. In the account of Ray, written by the person studying him, was this summary paragraph:

Ray's main problem is that of not getting along with his classmates and play fellows. He claims that he has no friends—no one to whom he can turn in case of need. At times, as reported by his teacher, he is quite incorrigible in the classroom, not being very considerate of his seat neighbors nor of the teacher. He is ever getting into trouble with someone, on the way to and from school; on the playground; in the

classroom; and even in his neighborhood. When frustrated by a problem too complex for him to solve or antagonized by someone he is apt to show distinctly aggressive tendencies. In fact, if he should be casually bumped by some unmeaning person he might become quite indignant and belligerent. It has been reported and noted that, in general, his main targets for attack are smaller children with whom he does most of his playing. If confronted with children of his own size or physical ability he is apt to hit and run.

The questions that are raised are: Why is it necessary for Ray to be aggressive with children his own age, and why does he play with children younger than himself? It is necessary to look at his educational history and home background for the answers to these questions. His educational history revealed a failure in grade three although his tests indicated normal achievement through the second grade in reading and arithmetic. Three intelligence quotients were recorded for him. In the kindergarten, on a test including both language and nonlanguage factors, he achieved an I.Q. of 83, but the tester implied that this was not a true measure of his ability as he commented that he was "restless and shy." A retest in the first grade yielded an I.Q. of 104 which would place Ray in the average range of intelligence. This was corroborated in the fourth grade when he received an I.Q. rating of 99 on the Stanford-Binet. The school records indicated that his physical condition was excellent, and his growth was in accordance with "normal" standards. Hence, it was necessary to look to the home for the answer to Ray's problem.

Ray's father worked out of town and was at home only at intervals. When he was at home he did not find much time to devote to Ray. His mother appeared to be a very nervous woman who felt that her job in taking care of Ray, his older sister, and younger brother was extremely arduous. She spent a great deal of time outside the home in volunteer activities. She emphasized the fact that her other two children were well adjusted, but she

was concerned about Ray because he was constantly getting into trouble. She didn't feel that he could use any free time without supervision—a factor which created conflict for her as she did not have the time to give him. She reported that he was very unreasonable in his treatment of his six-year-old brother. A typical incident was reported by the mother. He had knocked his brother across the room because he had irritated him by merely placing his shoes on a chair. The mother sided with him, remarking that "the younger brother should not have placed the shoes there, thus annoying him." His mother reported that Ray was appointed to the school patrol—an honor which he had looked forward to. When he discovered that vacation would cut down the number of days he was entitled to be a patrol officer, he told the principal he would not take it. No amount of persuasion by her could make him see reason. She stated that "her temper was bad and that at times she felt like throwing things—but never to hurt anybody like Ray."

Thus we find a child who has average intelligence and should be progressing through school at a normal rate. But lack of attention and help in the home because of the activities of the parents made it difficult for him to make a satisfactory adjustment with children his own age at school or in the neighborhood. It was concluded by the person making the study that "many of his difficulties and annoying mannerisms are attention-getting mechanisms which he uses repeatedly to get attention—whether it is good or bad does not matter to him." At the time of the study, Ray was receiving psychological help through the schools and was making some progress in controlling his behavior, although his work was still constantly disrupted by calls to the office to straighten out matters of conduct with other children. It is hoped that his mother's recognition of the problem will help him with his general adjustment and that the school, through its recogni-

tion, will at least not intensify frustrations for Ray while he is working through his basic problems.

Ray's problem is repeated with variations among children at different age levels. There was the seventh grader who was reported to be extremely antagonistic toward other pupils, and his attitude toward school was negative. His California Test of Personality scored by himself indicated that he was pleased with all areas of adjustment except school. School relations were rated very low. In school he was described as "shy and retiring except for occasional and violent outbursts." He always had an excuse for not doing his work properly such as "The teacher didn't tell me" or "She didn't tell me the right way to do it." "He isn't well liked by his classmates. He has a big man-eating dog (Boxer) that he seems to be very fond of and gets a big kick out of scaring people with." "He has a speech defect in which *r*'s are pronounced as *w*'s. In games and gymnastics he is awkward and has been reported to fall and stumble frequently when indulging in these activities." It was also reported that he was noticeably overweight. He had not adjusted to his peer group, and his activities were for the most part individual and solitary. "He rationalizes his rejection by the group by rejecting the group. This attitude is characterized by his antagonistic relationship with his classmates." The key to this boy's difficulty seemed to lie in his parents' attitude toward their only child. The guidance counselor reported that when his home was called to inform his parents of some difference that had arisen between him and the school, "the mother defends him and invariably takes the position that the school rather than the boy is at fault. Next year the parents plan to send him to a private school." Here is a boy who has not had to face up with the outside world because he receives his satisfactions in a protective home atmosphere. Real difficulties are in store for him when it becomes necessary for him to depend on social relationships.

Each of the two cases cited above were examples of children with poor relationships with their classmates who manifested aggression toward other children. More serious are the poor social adjustments which are characterized by extreme withdrawal when the pupils make no attempt to relate themselves—even negatively—to their classmates. During the adolescent period we find many boys and girls who have given up their aggressive behavior because they find that it has not brought them the friends that they have wanted. Very briefly we might cite the case of Grace who at the age of twelve suffered a severe case of ringworm of the scalp which required that she wear a cap for a period of a year. Although she was of average intelligence, she had failed two elementary grades because of a reading disability. Her father had left her mother when Grace was four years old, and the mother had supported her by going out to clean by the day. By the time she reached high school, her failures, in addition to the disturbing home factors and the embarrassing disease, had caused her to withdraw and give up any attempt to make friends. She was rated an isolate in her classes.

There was also Phyllis whose "parents supposedly died shortly after her birth." She was taken by an aunt and did very well through elementary school. As she grew older she developed "nervous symptoms" and reported she had had St. Vitus Dance and rheumatic fever—which was confirmed neither by the family nor by the school. It was discovered that the cousins had been telling her that her aunt "did not really want her but had kept her only because they had to." Without the security of the home, she was unable to reach out during the critical adolescent period to make friends and remained alone instead of seeking friends who might not accept her.

Then there was Charlie who at the age of sixteen was pointed out as the "shy, pathetic little fellow." When the student began working with him to make the study, he said, "Why pick on me?"

Studying the Individual Pupil

I'm not average, I'm abnormal." He came from a lower socioeconomic home of "old-world" parents. There was constant misunderstanding between him and his father because of the difference in the values and traditions of present-day America and the culture in which he (the father) had been reared. Charlie was undernourished, underweight, and had a definite tendency to withdraw. He felt he could not meet the other children on their grounds with the opposition from home, so he gave up.

Also there was thirteen-year-old Dave in the sixth grade who was not accepted by his classmates and was labeled by them as "peculiar." He was on the fringe of all social groups and was picked on by his classmates. In the words of the school personnel: "Dave is a lone wolf and a cry baby. The kids don't pick on him as much as they used to; they seem to leave him alone now. . . . He doesn't have any friends. A boy who lives next door to him bullies him and beats him up regularly. . . . Dave is in the group but not of the group. The other boys tend to ignore him. He doesn't get along well with the other boys. He doesn't want to get along with the others." The student making the study reported that he doesn't talk about any friends. He tried a few times to direct the conversation to his interests and activities so as to leave an opening for him to mention a friend or friends. He said, "There is nothing to do but go to the movies or watch television." When he was asked what he would do if he did not have a television set he said, "I would listen to the radio." One of the teachers summed up his problem in this way: "Dave's growth is stunted. There is a stumpy look about him. He is small for his age. In my opinion he's definitely a slow normal. He looks dull; he's kind of an ugly kid, don't you think?" She reiterated a number of times that he is "dull looking." The fact of the matter was that Dave tested with an I.Q. of 102. He did have a different physique—a large head and very short legs with a very thick body. He lived in a very poor area and his mother forbade him to

play with many of the children. All of these factors contributed to Dave's lack of social adjustment.

Another group of pupils who sometimes have difficulty in adjusting to their classmates are the extremely bright—the gifted children. Paul is a case in point. He was introduced as a student who was a "wise guy," who was not liked by either the teachers or his classmates. He is "cocky" and likes to brag about his good grades and the type of work he is capable of doing. He is "very rude to fellow students and the teachers. He frequently interrupts either one when they are talking without any signs of politeness. This is done when he is attempting to show that either the class or teacher was wrong." He tries to show himself superior to his teachers. "One day a teacher made a mistake about a French author. Paul very quickly drew the teacher's and the class's attention to this matter. When the teacher acknowledged that she had made a mistake, Paul was not satisfied but proceeded to take out the text and show both the teacher and class where the teacher had been wrong." A sociogram indicated that out of the total class of thirty-one, only one boy chose him, third choice, as his best friend. That boy was reading a book in atomic physics with him at the time. A Binet test, given him in the eighth grade, yielded an I.Q. of 170+. A home visit revealed that Paul "was brilliant like his father." His mother indicated that, although she appreciated his intelligence, she did not like to have him around the house all the time. She said that he got on her nerves. She felt that this might be because she did not really understand him. He sometimes pestered her by asking questions that she knew little about or could not answer. She believed that Paul was an individualist and the teachers "do not like this clash of personalities." She said with Paul present that "when compared with some of the teachers Paul knows as much as most of them and more than some." His greatest desire was to go to some college where he could study nuclear physics. Paul, therefore, by virtue of his

very superior intelligence, was a misfit in the school situation. He felt superior and found little in common with boys and girls of his age. His aggression, complicated by a speech difficulty, made him socially unacceptable to his teachers and classmates.

Thus we find that acceptance by classmates is a very important factor in the effective adjustment of a pupil in school. It is possible to see from these thumbnail sketches that there are many reasons why children are not accepted by their peers and that there are many concomitant emotional problems which arise from inability to make friends and be accepted. A pupil who is having difficulty being accepted by boys and girls his own age needs to be studied early to ascertain the reasons for this. Teachers can do much within the classroom situation to modify his behavior so that he is happier and more effective in his relationships. But first the teacher must accept the pupil with the behavior he presents. Much attention needs to be focused on this problem from the kindergarten period if pupils are to be ready to make the more complex adjustments demanded of them as adolescents and adults.

EMOTIONAL FACTORS

Probably the largest number of factors indicating a need for studying individual pupils falls in the emotional area. As we have seen in the above examples none of the factors existed singly, but there were several manifestations of difficulty in the pupil's adjustment in each study made. The child who cannot get along with his peers may have a poor attendance record, lack interest in school, and achieve at a level below his ability. In many instances there are health factors involved and in all cases there are accompanying emotional manifestations. There are many indications of problems in the emotional area which need to be studied. Some of the more frequent signs are daydreaming, nail biting, sullenness, kicking, swearing, telling untruths, stealing, bullying, and

resentment toward authority. Those children who have a very low concept of themselves and their abilities and those who lack confidence in themselves and continually say they can't do things without trying are sorely in need of study to find ways and means of building up their concept of self and confidence in their abilities.

It is very important in considering the emotional area that we do not misinterpret rather normal developmental behavior as an indication of maladjustment. Emotional outbursts and crying produced by frustration are normal in the young child if the signs are not too intense and are not consistently manifested. However, if a pupil is consistently resorting to this manner of reacting to frustration when he is in the intermediate and secondary school there is cause for concern. Restlessness is characteristic of the young child but causes no end of trouble in the later school years. Imaginative lying must not be construed as serious in the young child but is of real concern in the older pupil. It is important also to be aware of temporary emotional upsets which may be caused by such incidents within the home as family illness, hospitalization, death, separation, and quarreling. In order to judge the seriousness of any of these factors one must have knowledge of normal development and also of the behavior generally exhibited by particular children.

In order to illustrate emotional factors of differing degrees of seriousness, let us look at three eight-year-old children. The first we shall call Susanne, who was in the third grade at the time the study was made. She was passed conditionally from the first grade and thereafter achieved at a barely passing level until the third grade. She was referred for study because she cried frequently in the classroom without apparent cause and had to be sent home often. Her I.Q. was found on one instrument to be 110, which meant that she was not achieving up to her level. The first-grade teacher said, "Susanne has ability but she always seems to fear the

teacher and the school room situation." Her second-grade teacher reported, "Susanne just passes her work but I feel she could do better. Her sister was very intelligent. I don't know why she cries in school except that she has come to expect that she will be sent home when she carries on. Her mother has spoiled her by allowing her to carry that stuffed toy." The third-grade teacher says, "She's quiet and well-behaved except for occasional outbursts of tears. I think she is shy and needs more friends. Her sister brings her to school and calls for her. I don't think she has any friends." The school records indicated that she was not ill much. Her absences in the first two grades (forty-one days in the first grade; thirty-eight in the second) were due to complete refusal to go to school, accompanied by crying. For a while she would not go unless permitted to carry a stuffed, furry dog with her.

The mother had no explanation for her behavior "except that Susanne is extremely shy and sensitive." However, the mother went on to tell about the conditions under which Suzanne started school. Her sister, Betty, was four years older and her only sibling. She had a very high I.Q. and an excellent scholastic record which was of great importance to the mother and father. Betty had infantile paralysis at the age of nine. For a year and a half, which included the time she started school, Susanne was sent to live with her grandmother because of her sister's illness. According to the mother, "School was looked upon as a sort of punishment and also as a means of getting rid of her." The school nurse believed that "this emotional upset had much to do with her low marks in the first grade but added to this was the constant reference by both teachers and mother to the older girl's exceptional intelligence." The parents were greatly concerned about Susanne's sensitivity and underachievement and gained much insight into the reasons behind it. By the third grade she was already responding to more attention at home. Her absences were falling off, and the teacher was working with her in her adjustment with good recog-

dition of the basis for her trouble. Later contact with this pupil in the junior high school revealed that she was a very good student, achieving according to expectation—although no other I.Q. measurement was administered. The only concern by the parents was that the sisters were not close, a fact which is not too significant as four years' difference in age at the teen-age level is enough to give them entirely different interests. Susanne exemplifies a child who had a temporary upset due to family circumstances with which she was faced, coincident with her starting school. It might have developed into great difficulty for Susanne had not the home and school worked together to facilitate her adjustment after gaining insight into her problem.

Another eight-year-old girl, whom we shall call Rose, had a more serious problem and one not as easily remedied. The study of Rose was made by her teacher who was in charge of a class for the mentally retarded. Rose had been assigned to this class at the third-grade level on the basis of an I.Q. of 73 obtained on an individual test administered by a psychiatrist and the very "vague" type of behavior exhibited by her. Her achievement in the first two years was sporadic. She did "not seem quite ready for formal reading when she entered first grade and had difficulty following directions." It was recommended that "she be assigned to second grade with the understanding that she must apply herself diligently if she were to succeed." In the second grade it was reported that Rose "was reading at the primer level. She did well when she concentrated. It was felt that she could learn if she would apply herself. She had difficulty in number work. With praise and encouragement she tried to do her best." In addition to these reports, it was said, "She had the habit of asking questions and assuming facial expressions which often give the appearance of being mentally retarded. Rose is awkward and very slow. She often stumbles over things and it takes her a long time to get things done. Sometimes she drifts off into a world of her own." The

second-grade teacher also said that Rose was not too well accepted by the other children as she did not accept the responsibility for her conduct.

The teacher stated the problem for the case study this way: "It is my opinion that she is not mentally retarded but that her emotional and mental development has been slowed up by factors in her environment. She has developed certain behavior patterns characteristic of a retarded child." Starting with this hypothesis, the teacher began to collect data which would help her understand Rose. The health record revealed that Rose was a healthy well-nourished child of normal physical development. Her teeth were good and her hearing and speech were rated normal. She had 20/100 vision in each eye which had been corrected at the time of the study so she had 20/40 vision in each eye. She obtained an I.Q. of 93 on the California Test of Mental Maturity, given by the teacher making the study, showing an I.Q. of 103 on language factors considered alone. Rose's family history revealed that she had been placed with an agency at the age of a year and a half when her parents separated. In a period of two years she was placed in five temporary homes before finally being placed in her present foster home. Her foster parents were a young couple living in a suburban area in very comfortable circumstances. At the time she was placed in the home she was the only child but since that time there had been a succession of placements in the home. One of these children was legally adopted by the foster parents, and when Rose was seven years old, the foster parents had a daughter born to them. In the home visit the foster mother said, "She's a queer one. She's not perfect or anything like that." She constantly compared Rose unfavorably with the younger children, stressing her slowness of action and disagreeable disposition. She said that Rose does not know that they are not her own parents but she suspects that she has heard something from one of the neighbor girls.

On the basis of the information gathered and many anecdotal records, this teacher concluded that Rose was not mentally retarded but was an insecure little girl who felt the need for attention and affection. She believed that too much perfection was expected of her in the home. Rose was constantly striving for perfect papers so she might take them home to show her mother. We would agree with the teacher's conclusion that this was an insecure child who was constantly trying to achieve acceptance in the home through successful work in school. However, she was not succeeding too well in meeting her objective because of her great need to feel sure of her home situation.

The third eight-year-old, whom we shall call Pete, had even more severe problems to work through because of his very hostile and violent behavior. Pete was excluded from school in the first grade because of his aggressive behavior toward his classmates. His mother sought psychiatric assistance, registering the complaints that he had "temper tantrums, was defiant and resentful, and hits other children." He had previously been excluded from the kindergarten for the same reasons, but it was hoped that he would outgrow these tendencies. The report from the specialist was that the boy had achieved an I.Q. of 90 on the individual Binet, with the following comment:

This test was not a valid measure of the child's potential. The test results indicate that he has at least normal or better intelligence as measured at this time by this instrument. The child, however, was distractible, talkative, and not seriously motivated to the task at hand. His trouble was diagnosed as a behavior disorder, characterized by disobedience, defiance to authority, and destructive conduct. The interpretation was that the boy is a product of a broken home. The mother is emotionally unstable and anxious; the father is hostile and irresponsible. The child is used as a pawn by both parents who—though divorced—continue to see one another. The father pleads for re-marriage but the mother is not sure of her feelings in the situation.

She cannot give up the boy. Further information added to the report under family background showed that the father and mother lived together off and on for two years before the divorce. The father pays toward the boy's support while they live with the maternal grandmother. The mother says that she is "afraid that Pete has inherited his father's bad traits." The boy idolizes his father.

It was recommended that both mother and child have treatment and that the boy continue in school if possible with teacher conferences with the psychiatrist to report on observed behavior in the school situation.

The teacher reported the following observations: "Pete throws himself on the floor and kicks, spits in the face of any adult when corrected, threatens children and hits them. When the teacher intervenes he hits her and says his father is coming to 'knock her block off.' " The day of the conference he had destroyed another child's hat, tried to hit the physical education teacher when the teacher objected to his interrupting the class by running into the room yelling and screaming. When the teacher attempted to quiet him, he picked up a chair and threatened to throw it at the teacher. When the peers would not do what he wanted on that same day, he picked up a table and threw it at the children. As a result of this continued aggressive behavior and after frequent conferences between parents, teachers, and other professional workers, he was again excluded from school until such time as the clinic could provide continuing treatment and recommend that he be readmitted in school.

One year later after continued treatment at the clinic, he was readmitted to the first grade. The teacher reported that he was interested in his work, sits quietly, says over and over again, "I'm being quiet; I am good today." He worked at the bench with the children, served milk, shared with other children, worked with clay and asked to take the figure he had made to his father who

was calling for him. He wrote down the names of the children so he and his mother could make valentines for them. Pete had days when he pushed and was irritable but the positive factors far outweighed his immature behavior. During the year that Pete was excluded, both parents had interviews with the psychiatrist, and the child received play therapy. When he asked to return to school, arrangements were made for the teacher to have conferences with the psychiatrist relative to the child's progress.

In the above cases of eight-year-olds, we have three children who experienced difficulty in making the adjustment to the larger social group at school. They all demonstrated emotional problems resulting from feelings of insecurity arising from home situations. They all needed adults at home and at school who had an understanding of their problems to work with them in alleviating the concern and anxiety which they felt. They differed, however, in the seriousness of the family situation and the mode of adjustment which they were attempting to establish. Susanne was oversensitive, cried a great deal, absented herself from the disturbing situation at school, and when forced to go to school carried her furry dog. Rose was characterized by "vague" behavior, drifting off into a world of her own, and failing to concentrate on the task at hand. Pete resorted to extremely aggressive behavior, destroying, striking, spitting, and behaving generally in a manner which menaced the safety of others. All three received outside help and were making a more favorable adjustment toward the school situation which gave them a better chance of leading more effective and constructive lives. These children exemplify the fairly large group of children in our schools at all age levels with emotional problems of varying degrees of seriousness. They can be helped if we identify them soon enough and have available the appropriate resources for more specialized help. We cannot be sure that they will outgrow their difficulties and must help them by a positive attack on the roots of the trouble.

SOCIOECONOMIC FACTORS

The last section of this chapter, in which are discussed factors indicating need for study of individual pupils, is devoted to the socioeconomic factors affecting the adjustment of the pupil to school. There were socioeconomic factors—either high or low— influencing the adjustment of all of the above pupils, but it seems imperative to illustrate with one study in which the socioeconomic factors are basic to the intellectual, social, and emotional adjustment of the pupil. This area is one which is rightly given much prominence in educational literature today. The work of sociologists has demonstrated through research that the different classes in our society hold different cultural values and varying ideas about education. Educators and psychologists have pointed out the fact that varying cultural opportunities of children from different strata influence their ability to achieve on intelligence tests—with the upper socioeconomic groups holding a distinct advantage.

Jim is a boy who lives in the "worst" section of the city, populated by families of the lowest income level. There are three bars and a factory at the end of Jim's street and a few miscellaneous stores in the neighborhood. Few of the houses have front or back yards so that the children are forced to play on the sidewalks or in the street. Gangs of boys are very common, but Jim does not belong to any of these because of the objections of his parents. When Jim walks to school "he goes by way of a street frequented by "drunks, bums, and prostitutes." He has long since known this uglier aspect of life and takes it for granted. He has always lived in the dilapidated two-family house which his family has rented in this district. His father emigrated from Europe at the age of fifteen. He came from a large family and had little opportunity for education. Jim's mother met his father when she went into the city to seek work. Both parents have known lives of only pov-

erty, frustration, and disappointment. Jim has six siblings—five brothers and a sister—ranging in age from one year to twenty-five. He is the third one in the family constellation. His oldest brother was serving a term in prison at the time that the study was being made, and his next oldest brother was in the Marines. Jim was held responsible for baby-sitting with the younger children very often. Jim's father had little time to give him and his mother worked when she could in addition to her home responsibilities. The mother reported that his father had time for his children only when they were in trouble, and then he was quick to use his hands. He sees that Jim is well punished for unexcused absences and tardinesses of which there were many, but this treatment had failed.

Jim's attitude about his neighborhood, family, and school are most significant. He says, "In my neighborhood you gotta be able to slug your way around. I get along all right. My older brother taught me how to fight when I was little." About his family he says, "My sister gets all the attention. She is stuck up and silly." "I hope that I can do better than my old man some day. I suppose they (the school authorities) told you that my older brother is in prison. The teachers are just waiting for me to get into some kind of trouble." Jim then goes on to summarize his attitude toward school: "I hate school; I hate the teachers and they hate me. I don't really mean to be bad but I don't like to be blamed for things I don't do. The teachers think I'm bad so I don't even try. My greatest difficulty with the teachers is that I don't do my homework assignments. I can't study in our noisy and crowded house."

Jim had an excellent record of achievement in grammar school. The principal of the grammar school said, "Jim was one of the finest boys that ever graduated from my school. He had an excellent record all the way around. His school work, his deportment, his attendance, were all very good. We always found him to be

most dependable and helpful." Unfortunately, Jim had received a 72 I.Q. score on a paper and pencil intelligence test given as he transferred from grammar school to the junior high school. Because of this he was placed in a group of slow learners, where he was very unhappy. They transferred him at the end of ten weeks on the basis of good work and an individual Binet test which yielded an I.Q. of 107. The blow to his pride could not be undone, however, and after that his achievement and attendance were very poor. At approximately this same time his oldest brother got into trouble which led to his being sent to prison and his favorite brother joined the Marines. These three factors had a tremendous effect on his attitude.

In the junior high school he was known as a "borderline case mentally" who didn't fit well in any class. He was difficult to handle and did not respond to reason. It was predicted that he undoubtedly would leave school when he was sixteen. The guidance director believed that "Jim is really a good boy but he has gotten off the right track somewhere. I think he would be a pretty good kid if he could get out of that hole he lives in." His subject matter teachers found Jim most annoying, making such remarks as:

Jim does good work sometimes but I think that he is lazy. I don't think that he likes school. . . . His attitude is very antagonistic and he makes faces all the time. He has never been outwardly disrespectful but I am annoyed with the way he acts. . . . He stares at me as if he hates me; I think that there is something wrong with the boy. . . . Jim is one of my biggest problems. He thinks he knows a great deal more than he actually does. He is uncooperative. I have never been able to warm up to the boy. He has a strange way of staring at you and he often acts as if he can't hear a word you're saying. I think he's hateful.

The art teacher and the shop instructor found him a good student and no trouble in their classrooms.

It can be seen from the above accounts that Jim really did nothing specific which the teachers could report, but it was a mutual attitude of dislike which Jim had expressed verbally to the person doing the study which was causing the trouble between them. All in all, it may be said that Jim's problems were primarily of socioeconomic origin. The attitude of the teachers was one of letting him sit out his time although he probably would leave school at the time he was old enough, as this was the pattern for pupils from his socioeconomic group in general and was the pattern set by his two older brothers. It is interesting to note that the 72 I.Q. score on a paper and pencil test labeled this boy as borderline mentally in the minds of his teachers and even though an individual intelligence test gave him an I.Q. within the normal range, the greater proportion of his teachers still were influenced by the 72 score.

SUMMARY

This chapter has dealt, then, with the factors most observable by teachers who have had no special training in individual study which indicates the need for the study of individual pupils. It has been profusely illustrated with actual cases of individual pupils in actual school situations for the purpose of demonstrating the complex interrelatedness of the many factors which influence the behavior of pupils. It has presented a variety of these factors, realizing that different teachers attach different degrees of importance to various signs of difficulty. The next two chapters will continue with the actual procedures and techniques which may be used by classroom teachers in making a study of individual pupils presenting problems in their classes.

CHAPTER IV

What Procedures and Techniques are Feasible and Practical for Classroom Teachers to Use in Assembling Data?

Once the teacher has decided that it is imperative to know more about some pupil in his class because of problems discussed in Chapter III or because of any combination of factors, it is necessary for him to outline his plan for assembling data. It is important for him to tap all sources of information: the school personnel and records, the pupil himself, his classmates, his parents, and the community agencies that have had contact with the pupil and his family. It has been seen that a pupil demonstrates different behaviors in different situations at different times—which means that the pupil must be studied both vertically in terms of time and development and horizontally in terms of all situations in which he lives and moves. In order to understand why a pupil behaves as he does in the present, a teacher must understand as many factors as possible that have influenced his development and present status. If a teacher is to be successful in gathering enough information to make reasonably valid conclusions concerning a pupil, he must use a variety of techniques such as the interview, observation and anecdotal recordings, existing records, sociometric devices, interpretation of creative work, and administering (or having administered by specialized per-

sonnel) tests and inventories to supplement data at hand. This chapter is concerned with the appropriate techniques which might be employed by a classroom teacher in tapping the above-mentioned sources.

Lest the outline of sources and techniques appear formidable to the busy teacher, a word of reassurance should be inserted at this point. Today many schools and teachers are routinely developing cumulative records for all pupils which greatly facilitate the study of an individual pupil by a specific teacher. It stands to reason that the more data there are in the files, the less special effort must be made and less concern will accrue to the pupil being studied. As many of these techniques as possible should be worked into regular classroom activities and into the overall school program. For instance, the writing of autobiographies may very well be a regular assignment in the English class. The English class also is a natural setting for the pupil's expression of his feeling about himself, his interests, his hopes, his frustrations if a free atmosphere allows him the creativeness necessary for this type of self-expression. Any class—but especially the social studies class—gives the opportunity for expressing preferences of pupils for other pupils with whom to carry on cooperative activities and committee work. This may form the basis for the sociogram. A home-room program—oriented toward understanding pupils and their personal and social guidance—offers many opportunities for registering interests, for inventorying personal and social adjustment and problems which face the individual pupil as well as for giving an informal situation for further sociometric measurement. Classes in physical education and health offer excellent opportunity for gaining added information about the pupil's ability to play with others and to discuss matters of health which may be concerning him. Special field subjects such as art, music, homemaking, and industrial arts reveal sometimes an entirely different aspect of the pupil's per-

sonality, depending upon his like or dislike for the subjects. A school in which all teachers believe in the importance of studying pupils and recording and pooling that information may have a vast body of data about a pupil from the regular program before the specific teacher launches his work on an individual case study.

It has been noted many times by the writer that teachers are prone to ignore basic files, when they are available, on the grounds that they "do not wish to be prejudiced by what has been written about the pupil but prefer to let the pupil start with a clean slate." It is noted, however, that in the same situation there is much verbal exchange of opinion about pupils in the cafeteria, the teachers' lounge, and in other informal situations. No matter how biased comments may be about pupils, they are significant because they are indicative of the kind of relationship that existed between the teachers and that particular pupil as he progressed through school. It is more significant than a guarded and studied statement by a teacher sophisticated in professional terminology and versed in the attitudes that should prevail between teacher and pupil. In some instances, the records are not available to the classroom teachers—a policy supported by the contention that teachers misuse and misinterpret data in the records, using the information in a negative manner. Elaborate testing programs are administered, and the results are filed in the office of the school administrator or the guidance counselor to be used only by specialized personnel at crucial points in the pupil's career—in matters of disciplinary action, promotion, vocational and educational guidance, in assigning honors, and graduation. This situation may very well be justified if teachers have demonstrated that they misinterpret and misuse confidential material but, if this is the case, the only defensible action is to withhold the records until such time as in-service education can be effected to remedy the situation. Teachers must have the information that is available about pupils in their classroom and must know how to use it if value

received is to be commensurate with the expenditure of the taxpayers' money for tests and specialized guidance service. These data must be the basis of daily planning of programs for individuals and of teachers' decisions in everyday matters about individual pupils.

As a teacher collects data for an individual pupil in his classroom, he must remember that there are very few complete records for any given pupil. This is brought about by absence at the time certain data were gathered and by frequent transfers from school to school. The pupils generally selected for study have more than the average number of absences and often more transfers; this fact is borne out in the studies in the previous chapters. It is incumbent upon the teacher, therefore, to supplement the available records wherever necessary and possible. There will always be gaps in the educational history which should be closed. It is because of gaps in data—either recognized or unrecognized—that it is important to regard all conclusions drawn from these data as tentative. A teacher must not regard the task of gathering data as an intellectual exercise nor must he be determined to gather information from all sources and with all techniques regardless of the consequences for the pupil. The main objective always is to gather those data which will assist in the understanding of the pupil, disregarding those techniques which might intensify his particular problems. It may be that the administration of an individual intelligence test would serve no real purpose at a time when a pupil is highly disturbed about family circumstances or personal problems. Likewise the administration of a personality test may serve only to aggravate withdrawal tendencies by causing greater introspection and anxiety about certain behaviors. Conditions in the home such as quarreling between parents and general disintegration of the family may make a home visit inadvisable as it might tend to increase the pupil's embarrassment about the home situation. It may be that information about such

a home will of necessity have to come second-hand through the nurse or social worker. There is no advantage in having many school personnel make contact with such a home. In other words, much judgment needs to be exercised by the teacher in proceeding with the collection of the data. There is no standard list of facts that must be known concerning pupils nor is there any specified order in which sources should be tapped or any preordained techniques which must be applied.

SCHOOL RECORDS

Although observations of the pupil always precede the making of a case study and provide the reasons for undertaking it, generally speaking the study of the cumulative records in the files is the first step in the actual gathering of data. It is from the records that the teacher obtains the basic facts necessary for first perspective on a pupil's behavior. Information concerning *family background* is recorded: the occupations, educational level, ages, nationalities, and marital status of the parents; the number, sex, and ages of siblings; the address of the home; others living in the home; and in some instances the religion of the family. Each of these factors has its significance in influencing the behavior of the pupil being studied, but it is essential that the teacher not jump to conclusions about the pupil from any single item. In some instances, children from large families are well adjusted, and in other instances a child may resent the fact that he cannot have as many material things as children from smaller families. In the latter case, he may resent the siblings themselves, believing that his brothers or sisters are favored. Likewise a single child in a family may behave like the traditional "only child," or he may be one of the best-adjusted children socially because of the effort made by the parents to help him with socialization. There are always cultural adjustments which must be made when the parents come from foreign countries, a factor which may cause

difficulty between parent and child; but, on the other hand, parents from foreign countries often build a much closer family unit because of their old-world traditions and as a consequence give the child a greater security. No generalizations may be drawn concerning the adjustment of children from broken homes as the personality and adjustment of the remaining parent and the maturity of the separated parents are factors influencing the adjustment of the children. Likewise the socioeconomic background of the pupil per se cannot be interpreted as either a deterrent or aid to the pupil's adjustment. Even though in themselves these facts on family background are not significant, however, they are indispensable in the synthesis and final interpretations of the pupil's behavior.

The *educational history* of the pupil generally includes such facts as the date of entrance into school; schools attended at certain grade levels; attendance; progress through school, including grades failed and accelerated; general ratings of academic achievement, deportment, citizenship, effort, and work habits; specific grades in all subjects; and school activities in which the student participated. These histories may be enriched by a preliminary interview with the parent or parents at entrance of the child in school, reports of parent visits to the school and teacher visits to the home as problems arose, anecdotal recordings and summaries of teachers' opinions made periodically, and referrals to specialized personnel for help in certain areas with accompanying reports. In the educational history may be very significant clues to the adjustment of the pupil. In the preceding chapter the importance of attendance patterns was dwelt upon at some length, and several case studies were included in which attendance was a symptom of deeper disturbance. Some children who enter school at an earlier age than normal, who are immature socially and fail their first attempts in school, have difficulty all through their educational careers because of feelings of failure

and frustration unless their problems are understood by parents and teachers. The very fact that a pupil has attended many schools may in itself be the root of the difficulty for one child, whereas it may be added stimulus to the very socially adept child. A low deportment rating through the grades, even without any accompanying explanations, is significant, although the significance may have to be deduced through much further data. In any event it is an indication that the pupil has not behaved conventionally in accordance with teachers' standards of behavior. Such a rating may be found for a child who has a superior I.Q. and a superior academic record. In this case, it may mean that the child has demonstrated too individualistic a behavior pattern to be acceptable in the classroom. Poor deportment ratings often are found in the records of the slow learner, possibly indicating frustration in a program which is too advanced for him and fraught with too much failure. The listing of school activities in which the pupil participates may be significant but may have very little meaning unless accompanied by some qualitative evaluations indicating the quality of the participation. Neither the numerical count of the number of activities engaged in nor the listing of the activities has significance in gauging the degree of social adjustment of the pupil. In every school there are pupils who are "joiners," who want to be identified with many activities but work in none of the groups. The fact is that large numbers of activities with little participation in any would more likely indicate poor social adjustment of a pupil who made many attempts to be identified with groups but was not able to carry through effectively the responsibilities entailed in membership in a group. The educational history in the cumulative record is valuable in the interpretation of pupil behavior to the degree that it is supported by qualitative evaluations of an objective nature.

The *school health record* holds information of utmost significance for many children who are having problems in school, as

has already been demonstrated in the cases cited in previous chapters. In this section of the cumulative records are found reports on the pupil's vision, hearing, teeth, and sometimes speech; height and weight recordings made periodically; the general state of nutrition; specific inoculations and vaccinations given, diseases, and illnesses. In the school health records may also be found medical recommendations. Many of the records include reports and recommendations resulting from routine annual inspections by a physician; less commonly they include reports of thorough physical examinations spaced throughout the school career of the pupil. The newer philosophy held by school health authorities favors thorough examinations at spaced intervals, believing that appropriate recommendations cannot be made on the basis of superficial inspection. An invaluable item in the medical history of some children is the special recommendation after complete diagnosis by a family physician for a child who has some physical abnormality. It is essential that all school personnel be aware of health difficulties which require medical supervision and treatment. It is incumbent upon a teacher to avail himself of such information in the individual files of all pupils in his classroom. This knowledge, interpreted by the school nurse, allows the teacher to make adaptations in the school program in accordance with the medical recommendations.

Also extremely valuable to teachers are the reports of the public health nurse on visits to the home. To the degree that the nurse is educated in and believes in the broad social and psychological aspects of her function, these reports will be helpful in interpreting individual children. The public health nurse who has the responsibility of following up absences of pupils is able to determine whether absences result from illness or from causes which may be even more significant in the total development of the child. Are there factors in the home environment which cause the absences—illness in the family, the mother's need for help,

socioeconomic factors which do not allow the child to participate equally with others in the school program or which make it necessary for the older pupil to work to supplement the family income? Or are there factors in the school which a parent feels freer to discuss with the nurse than with the teacher—fear of examinations; sarcasm, threats, or nonacceptance by certain teachers; repeated failures; or complete failure of the school program to meet the pupil's needs? The nurse is also in a strategic position to gather significant information for the school health records as pupils report to her for daily health problems. The number of times that a pupil reports and the pattern of these contacts with the nurse are both important. In many of the studies it is revealed that pupils visit the nurse to talk about minor ailments as an excuse to talk with a sympathetic person who seems to have more leisure to listen. This is a most important part of the nurse's function for it allows her to integrate the physical and psychological aspects of a pupil's adjustment, to interpret to other school personnel the interrelationships between the two factors. The nurse has the advantage of knowing not only the pupil under study but the general characteristics of family life in relation to the problems of the school system through her knowledge of siblings in the family. If nurses and teachers are truly concerned with the multiple phases of pupils' development—seeing the interrelationships among the physical, emotional, intellectual, and social—information gained through these informal contacts is invaluable. In the cases cited in preceding chapters it has been very obvious that factors of health played such an important part in school failure and maladjustment that teachers, guidance personnel, and administrators must thoroughly familiarize themselves with this portion of the records, with interpretation wherever necessary.

A final section of the cumulative school records is concerned with *test results*. This portion of the record must be consulted for measurements of intelligence, achievement, reading, personality,

interests, and possibly of special aptitudes. If results of several administrations of tests in these areas have been recorded, special attention needs to be given to any discrepancies among the scores, and investigation needs to be made of the reasons behind these discrepancies. Also attention must be given to very low or very high scores which appear in the pupil's test profile, for these are important aids in planning the school program for specific pupils and in guiding individual pupils. Use of test results by classroom teachers is decried by many specialists in measurement because they feel that it involves competencies possessed by few teachers. Unfortunately, there are many examples of actual incidents which might be cited to substantiate their doubts, but it need not be so. There is nothing mystical about tests and nothing difficult about the statistics necessary to understand the manuals published for interpreting test results. The one indispensable factor in the use of tests is the ability to look behind test results and ask one's self, "What does this mean in this specific case in light of all the other data gathered?" Teachers need to free themselves from the tendency to regard test scores as absolute and final proof of competency in some one of the above areas. They are not infallible measurements but, on the contrary, when they are looked at from the individual pupil's point of reference, they are influenced by all his fallibilities in addition to all the environmental distractions accompanying the administering of the tests. For instance, as an individual pupil takes a paper-and-pencil, group test of intelligence, he brings with him to the test situation—besides his innate intelligence—his cultural heritage; his previous successes and failures; his temporary and long-standing anxieties concerning himself, his home, and his family; his physical state at the time, and his attitude toward taking tests. In addition, in the test situation there may be such distractions as noises, the person across the aisle, unfavorable temperature, the breaking of a pencil, or the ticking of a stop watch—all of which may create more concern

for him than for his fellow pupils. But none of these factors is identified and recorded as accompanying comments when mass testing programs are administered, except in a few instances when a home-room teacher makes a note of the fact that Johnnie or Mary had just returned to the classroom after being ill or was undergoing some temporary problem. In the individual study of children it is necessary for school personnel to adopt an attitude exactly opposite to that of the test-maker who is concerned with establishing norms. The teacher must look at every test result tentatively, giving the subject the benefit of the doubt. The test-maker, on the other hand, assumes that each child comes to the test situation motivated to achieve at his best, and in the process of establishing norms for thousands of children, individual cases will be cancelled out. Of necessity, these two different attitudes must be taken according to the job to be done, but great care must be taken not to confuse the two jobs.

It is not within the province of this book to discuss the merits of specific tests in intelligence, achievement, reading, personality, interests, and special aptitudes. Nor is it the purpose of this book to set forth the criteria for judging tests and the statistical facts and principles necessary for an understanding of test manuals. There are many excellent references which cover these aspects of testing, and more and more teachers are required to take courses in tests and measurements from the pre-service level. Furthermore, most school faculties, even though they do not have a specialist in guidance, have members of the staff who have specialized in this area and can assist in choosing and interpreting valid and appropriate tests. State education departments are also available for special help in this task. Rather this book seeks to direct teachers to regard test results as another type of information which must be subjected to scrutiny in light of all the facts known about an individual pupil. Test results for an individual pupil have little meaning considered apart from the total picture

of that individual. The factors that are important are the high and low points and the discrepancies among scores on tests in the same area or among scores on the same test or forms of the test, given at different periods. What was happening to that particular pupil at specific periods which might have influenced the test results? What environmental factors would cause him to score lower than expected on a particular test? Are there special circumstances to be considered as the test results are being interpreted, such as vision or hearing difficulties, a bilingual home, a poor basic start in school, lack of cultural advantages in the home? This is the job of the teacher as he attempts to interpret test results in a case study, as he earnestly seeks the causes of the individual pupil's problems.

THE PUPIL HIMSELF

The second and most important source which will yield valuable information throughout the study is the pupil himself. He must never be lost sight of as the study proceeds; he must constantly be the reference point. What others say about him is significant, but it must be remembered that evaluations by others are always influenced by the biases of the evaluators which are derived from differences in background and standards. In the last analysis, what the pupil himself says, what he does, and the way he expresses himself through creative media are the best clues to what kind of a person he really is. Through what he says, what he does, and the way he expresses himself in creative writing, he is attempting to communicate to others what he is feeling and the kinds of adjustment problems he is struggling with at the moment. The factors which operate to make this pupil behave as an individual are the concern of the adults who are attempting to guide him to more effective living. The job of the teacher is to discover what the pupil is attempting to communicate from the time he enters school by listening with acceptance and without

reproach. No child is too young to express his needs; and just as adults listen to the crying of an infant who is hungry, uncomfortable, or lonely for the specific meaning, they must listen to the more subtle expressions of children through their broader repertoire of ways of behaving for indications of needs. This section dealing with the study of the pupil himself includes methods of studying what the pupil says about himself in informal conversations or interviews, his remarks to others, his autobiography, and in more directed manner through self-check personality tests; observing what the pupil does and recording accounts of his behavior; and interpreting what he expresses in creative writing in light of his background.

To illustrate what can be learned from studying what the pupil says about himself in informal conversations and observing what the pupil does, let us take the conversation and accompanying actions of a kindergarten boy whom we shall call Don. Through the running account it can readily be seen that Don is having a little normal difficulty in adjusting to the idea of a new sibling of like sex in the family.

Don announced one morning during the regular period for telling news, "I have some news for you today. I think the puppy will die; the others will tramp on it."

A few days after this news item when his mother had been in the hospital having her tenth child, his news was, "Mama came home from the hospital. We have a new baby. He's tiny and his name is John." When it was time to go home on that day, he asked for adult help in putting on his coat. The adult said, "Tell me more about your baby." Don said, "It's teensy and you have to hold it softly. You can't throw babies. You have to put them down easy."

Several days later another kindergarten child was telling about a new baby in his family. Don interrupted to say, "I have a baby, too. It cries all day long—never stops. It wants mama all the time."

Again that day he asked an adult to help him in putting on his clothes. The adult said, "You can really put those on yourself but you

feel like having someone help you today." Don nodded and smiled. The observer said, "How is John (the baby) today?" Don said, "Its name is Mary." The adult remembered that Mary was the name of the sister just older than Don and said, "I thought Mary was your sister's name." Don answered, "It is but we changed the baby's name to Mary, too. It's a prettier name. My mother and me changed the baby's name." Don picked up a paper bag with cookies in it which he had saved from a morning party and said, "I saved my cookies for my mama."

By listening to the talk of children like Don and recording what they have to say we can frequently project what they are communicating to us against current life situations and gain some understanding of their wishes, fears, and thoughts as they work through in play and fantasy ambivalent feelings in the areas of interpersonal relationships. This little boy, aged five, was the youngest boy in a ten-child family, and through his anecdotal news comments, he communicated to adults his manner of working through feelings of displacement and moved toward adult figures in the school environment, asking that his dependency needs at the time be met. If the teacher is cognizant of his special needs at such times and understands his need to ask for assistance in simple tasks, accepting his verbalizations and his right to fantasy without question, it helps the child to move on to more mature adjustments.

As the older pupil is studied for the meaning of his comments and accompanying actions, it may become a very complex matter to understand the many ramifications of the pupil's communications. A sixteen-year-old high school girl of average intelligence (I.Q. score of 95) reveals through her statements the kinds of things that are concerning her. She speaks very frankly and simply of her relationships in the family and at school. There is no mistaking how she feels. The person making the study of Clara summarized the problem in the following way:

Studying the Individual Pupil

Clara is one of three children, having a younger brother who is openly favored by the father and an older sister who meets the mother's criteria of a daughter (confirmed by parent's statement in interview). Clara has a hypothyroid condition which causes her to be fifty pounds overweight and to fall asleep each day in most of her classes. She enters and leaves the classroom alone, walks to and from home alone, eats lunch alone at noon and has no personal friends among the student body. She does not often comment in her classes nor is she usually asked to do so. The teachers have long since stopped trying to make her give up gum chewing and she is rarely seen without some in her mouth.

In her comments, given below, are some of the clues to Clara's self-concept. These are of necessity assigned to categories which overlap.

HOME, SIBLING, AND PARENTAL RELATIONSHIPS:

She went to the teacher after class the first day and said, "You had my sister, but you'll find I'm different. I'm the dumb one."

"They always told me, 'Be like Lois (her sister); she's so nice.' I just don't want to be like Lois."

One day after class crying and crying she said, "I can't do anything like they want it at home. I can't keep up with my sister. She is pretty and smart. I'm ugly and sloppy."

One morning Clara asked the health teacher, "Didn't you say that if you don't eat breakfast mornings you don't get good marks?" The teacher to whom this was addressed corrected her by saying that she had said that you don't do as well if you don't eat breakfast. Clara retorted, "Well, my sister never ate breakfast and she always got 85 or over. I eat breakfast and I don't do any good."

"Sometimes I read Butch's (brother) comic books. I like the murder ones best—not that I want to murder anyone," and then under her breath adds, "except my sister." This was followed by her saying, "I love Lois; it sounds funny but I do. I love her."

When the younger brother was promised a bicycle if he passed the school year, Clara said, "Nobody ever did that for me."

"My mother is very nervous and doesn't like a lot of kids around, so I don't bring any home any more. Marian always has a houseful. . . She used to come here but not any more. She said, 'Your house is like a morgue.' "

Of her home she said, "I hate the place, and now they have gone and bought it."

"This summer I am going to work and then go to a doctor. I am not going to let my family pay for medical treatment for me."

SCHOOL RELATIONSHIPS:

"I don't think the teachers like me. They have it in for me."

Once when the teacher had marked her absent by mistake she marched into the classroom from the office and said, "What are you trying to do? Make a liar out of me. Aren't I big enough to see?"

"I chew gum all the time. The teacher, and—oh, yes my mother—hate it and get mad, but I love it. I couldn't be without it."

"I am a good arguer. I can out-argue anyone. Who always wins, the teacher or me? ME!"

SOCIAL RELATIONSHIPS:

"No boys around here ever talk to me."

"Live and let live is my philosophy. If people will let me alone, I will get along. They can't come and make friends with me and so I don't with them. I don't have any girl friends because they all go out with boys, and I don't have any social life."

Clara had lost several jobs downtown in stores. She explains this situation in this way: "I'm not going to let those girls tell me what to do."

Clara is often observed to cross the street rather than meet people

along the way. In her words she does this because "I'm afraid they'll call me names."

Clara speaks out in no uncertain terms about her problems. She also dramatizes her resentment and general feelings of inadequacy through her actions. One needs no specialized training to realize that she is in trouble with herself, her peers, and authority. However, her needs are so great that she alienates those who might help her, as demonstrated by the comment of the nurse, "I'm sure many of her troubles are attention-getting devices. After her last physical, she came up here more and more often to talk to me about herself until I just had to brush her off as best I could." With all her problems, the best that Clara is able to do is to withdraw by "falling asleep." She admits, "I'm asleep but I can hear what's going on." With all the above evidence, it is imperative that someone establish sufficient rapport with this girl to prepare her for referral to a person with the professional depth of preparation necessary to help her work through her pronounced feelings of inadequacy. We cannot "brush off" pupils who so urgently seek help.

Sometimes pupils will reveal their problems by means of tests and check lists devised for this purpose. For instance, one boy who registered very low scores on the California Test of Personality in the areas of "feelings of belonging" and "family relationships," made a most telling, corroborative statement on the Mooney Problem Check List in answer to the question, How would you summarize your chief problems in your own words? He said:

My chief problems are concerned with my family. They (my two brothers and my sister) don't seem to understand a teen-ager. If they see me having fun with a person whom they don't approve of they really let me know about it. My friends aren't all perfect, but they are the higher class of "kids." That is my chief problem. Another is that my family is all older than I am. Four people reprimanding you

and they have very little time for my interests. Also they seem to expect too much from me. They expect perfection which I am unable to give. They all seem so much older and inconsiderate. So, of course, I turn to my friends for consolation.

All of the data gathered in the case study for this pupil would support his statement that this was his chief problem. It is the case of another adolescent who is asking for a chance to develop in his own way, being given a chance to make his own friends with the respect and understanding of those who are older.

One other device that is employed to give a pupil an opportunity to talk about himself is the autobiography. A pupil's autobiography may be a very stilted listing of unessentials which will reveal nothing significant about the individual, or it may be rich with materials selected to tell about himself and why he feels as he does. Generally they are rich with significance to the degree that rapport has been established with the writers and to the degree that the writers are given a free hand to say what they wish with few guides. One little fifth-grade boy who came from a broken home and had lived first in an orphanage and then a series of foster homes, wrote his life history in this way:

MY LIFE HISTORY

It all began when I was at home where I was born. It was the year 1942. When I was younger I was very hard to feed. I had quite a few brothers and sisters. Some of them died. They died of starvation. Only three of them lived (including me) making four of them.

When I was up at the orphanage I did something that I should have never done. I was about five years of age. I caught a ride on a bread truck that passed through the grounds on its way to the grocery store. I fell off and skinned my knees and they did not let me go to the hospital for two or three days. When they did let me go, the doctor there fixed them up.

Sometimes they let me go over and see my sister on the girls' side. They had a playground that we had a lot of fun playing on. Then I

moved to a different place and from there to another place and from there to the place I'm in now. And here I am at the end of: My Life Story.

This is a very simple story of a boy who feels very insecure, who feels caught in life circumstances over which he has no control. The fact that the parents were unable to care for their children is a real threat to him. His story of death from starvation of some of his brothers and sisters was not borne out in fact. But they were "dead" as far as he was concerned because he had not seen them since the home broke up, and he probably believed that they died from the deprivation that he suffered. His only reference to fun concerns his going to see his sister on the girls' side of the playground. This boy's attitude toward the things that have happened to him must be known and understood by the teacher who sees him in her class as a thin, pale, nervous child who cannot make friends and cannot achieve despite good intelligence. The autobiography provided another opportunity for this child to portray a picture of his world as he sees it.

Let us look at one more autobiography of a girl of very superior intelligence who was achieving below her level of ability in high school. This is not such a simple story, but it has many of the same elements—insecurity, rejection, and deprivation—and demonstrates the effect of these factors on adolescent attitudes.

AUTOBIOGRAPHY

I was born of a tough mother and heaven only knows who my real father is. It isn't the man she was married to when I was born. The man she was married to was no gentleman. He was mean and selfish. He hated me. He knew I wasn't his child. He went out drinking every night and left my mother and the other three of my sisters alone, but fool that she was, my mother always welcomed him back with open arms. Of course, she had nothing on him as she went out a great deal herself leaving us kids alone.

We lived in an old broken down, unpainted house. It had a big yard but who wanted to play in a yard with nothing to play with. I never played with my sisters. I guess I just never wanted to. I was often called the black sheep of the family.

I lived a life of hell until I was about three years old. When I reached this age my mother and what was called my father took my half-sisters and went off somewhere. They left me behind. Somebody found me later and I was taken to an orphanage where I was taken pretty good care of. There was only one thing about it I hated. The other children! I always stayed by myself and never played with them.

When I was about five or six years old I was moved to my first foster home. It was a beautiful home with acres of lawn for me to play on. I was to be the only child there. Mrs. X, my new mother, at the time took care of me and gave me everything. Wherever she went I had to tag along.

After a couple of years I was moved to another home, then another and another. It was just one right after another. I knew no mother or no faith. I was just a mixed up little kid.

After a while I was moved to this home where I live now. That was about six years ago. The people here give me everything I ask for. They even paid \$400 out for a 20" television set for me. They take me places and I see things that I've never seen before. I go to Classical High. It may not be the best school in the world but I love it. I am hoping I will become a successful nurse some day, in spite of all the things that I've been through.

Some people say that most people can't remember as far back as when they were two or three years old, but I can. I lived an awful life, but maybe it was for the best.

This poignant account of an adolescent girl's concept of her life needs no comment. It speaks for itself. When we see the valiant effort she is making to overcome her painful memories of the past and to plan constructively for her future in a profession to help others, all that we can say is that she deserves all the understanding and encouragement that it is possible for

school personnel to give her. It is evident that the school is doing good work with her as she says, "It may not be the best school in the world but I love it."

This book makes no attempt to discuss anecdotal records written in routine fashion including the setting of a certain anecdote, the actual incident which occurred, and an interpretation of what this particular incident means to the teacher. Neither is there a discussion of the usual time study of behavior in which the observer records everything that a pupil does at certain intervals throughout the day or the week. It has been the experience of the author that in-service teachers find the first type of recording to be academic and the second type impractical for a teacher who is responsible for a total class. Teachers do have time to write down the kinds of comments and actions given in the illustrations cited above. It should be pointed out, however, that the value of the formal anecdotal record and the time study of all actions recorded at certain intervals should not be overlooked in designing research problems. And in the recording of shortened comments, teachers should attempt to preserve as much as possible of the principles implicit in the research techniques. There should be an attempt to sample all kinds of behavior, not overemphasizing certain types which are particularly annoying to the observer. Pupils should also be observed in as many different situations as possible and during as many times of day as is practical. Some pupils are not at their best in the morning when they come to school with their problems, whereas some show the effects of fatigue more than others as the school day wears on. Teachers, insofar as possible, should rule out preconceived conclusions concerning an individual's behavior so they do not attempt to build a case for their previously formed judgments. Records should be dated so they may be studied in sequence for progress in the right direction or retrogression or for definite patterns of behavior which might be effected by happenings in the home or at school.

As many recordings as possible should be made, as it is only through the cumulative record that consistencies and inconsistencies can be discovered. Probably the principle of reporting exactly what happened without interpretation or appended opinion is the most important one to apply. In all observations it is necessary for the observer to sit back and take a critical look at his recordings and ask himself whether he is overemphasizing the negatives and overlooking the positives. Sometimes the mere determination to find some good behavior for a pupil will change the observer's whole attitude toward him. When a teacher—who has been sure that there is no hope for a certain pupil—verbalizes the fact that he is "not quite sure that he knows why the pupil behaves the way he does," the relationships between that teacher and pupil have a better chance of improving. Recordings of behavior are indispensable to the understanding of the child as we explore the pupil himself as a source of information.

The final phase of expression of self to be discussed herein is the writing done by pupils in a relatively free situation. The creative aspects are limited to writing because there are too many hazards connected with the interpretation or overinterpretation of children's art compositions by the untrained. It will also be noted that this section is limited to the contributions by high school pupils for no reason other than the fact that these were the ones available. The writings of young children are rich with expressive material which should be capitalized upon to understand their feelings and attitudes. The following selections with the accompanying data will serve to demonstrate how pupils capture the essence of their feeling about certain life circumstances which they are experiencing.

The first of these contributions was entitled "Moving Again." It was written as an assigned English composition by a seventeen-year-old girl whose father's work took him outside the country. After she had written it, she enclosed a copy of it in an envelope

and sent it to her father who at the time was located in a city some distance from the family. Briefly, the girl's background was this. She was born in a foreign country and during her first twelve years, she lived in six different foreign cities. Her stay in some of these was of only a year's duration. During the time she attended a convent school, private boarding schools, and had a succession of tutors. At the ages of twelve and thirteen, she attended four different public schools in this country; at fourteen she again went abroad with her parents where she attended a school of the country and traveled extensively. The father added to the background data that the girl is musically inclined, plays the piano, and does ballet dancing. She is also interested in amateur dramatics and does character parts very well. She is shy on first acquaintance, has a sweet disposition, and is generous. The composition read thus:

MOVING AGAIN

"A rolling stone gathers no moss," so they say, and I believe them. But it is not a happy thought to know that I am the rolling stone and that I won't gather any moss; because I like moss. Moss to me represents all the friends I ever had. Without them I feel like the cold stone without the friendly moss.

However, I don't roll voluntarily. I travel to be with my parents, but it seems we just get our pictures hung on the walls when Daddy gets an itchy foot and down come the pictures again. All my possessions have their own corners in the big trunks, for we have moved so often that it has become second nature to be in a state of readiness. My brother says we just get to know our pets when we are forced to give them away. You can't possibly take white mice and rabbits all the way from here to Switzerland and back. The customs would raise objections as they once did when we tried to bring a mongoose into the country.

People come to me gushing that it's simply wonderful to have the opportunity to travel and see the world and that I ought to be thrilled

to think that I had flown the Atlantic, seen the Taj Mahal by moonlight and climbed the Eiffel Tower. They look at me in a very envious way which is quite flattering but it only goes to prove that far-away hills always look green.

They just don't realize that you can see sights and people by the millions and still not really know a single place or a single person. No one to whom you can say, "Hi!" I would much rather walk down the main street in Plainville, knowing the names of the shops and knowing everyone I see on the street.

My greatest fear at the present time is that Daddy will decide that ——— is a good place for us to live in and each night at bedtime I give my favorite possessions a special pat and wonder just how soon they'll be getting into the big trunks for another journey.

The father's insight into the sentiment that the girl was communicating is evidenced by the final statement made by him, "The accompanying composition which is presented as a case history is a study in 'Security Emotions' as portrayed by a seventeen-year-old girl." It is evident that this child felt free to communicate her feelings to her father which is proof of a sound parent-child relationship.

A less direct communication of feeling but one equally as powerful and autobiographical came from a seventeen-year-old boy who "was reluctant in interview to give anything but trivial information." Carl was a boy who was so threatened by his life circumstances that he found it necessary to express himself through poetry. The significant thing about this pupil was that his lines of communication were still open if someone was willing to listen. Briefly stated by a sympathetic teacher, this boy "at the most difficult and impressionable period of his life—in the life of a terribly sensitive boy—was subjected to much more than he should have ever experienced. His mother died when he was a very young boy (age of seven). A younger brother has been brought up by an aunt and two much older sisters married at an

Studying the Individual Pupil

early age and left the home. He alone has been the victim of the home." The father was a poor provider, and the woman he married as his second wife was emotionally unstable and had no use for Carl. The boy was humiliated by circumstances within his home and participated in no social activities at school. His intelligence was rated very high by some teachers as evidenced by his sporadically good work. The official recording of his I.Q. score was 78 and he was designated of "borderline intelligence" on an individual test given when he was in serious trouble. At the age of sixteen he left home and was gone for six months, tramping across the country. The original poem submitted to the person doing the case study ran thus:

There was once a wandering traveler
With no place to go or stay.
He never had no money
And he begged his meals each day.

In his youth when he was young
He had lots of money and friends,
But when he's broke and down and out
Their friendship always ends.

He never refused when asked a favor
And always did his best,
But now they won't even help him out
Or give him a place to rest.

His clothes are ragged and torn
And he's never had no fun.
The people never give him work
For they say he's just a bum.

It broke his heart to be alone
Without a home or name
For no matter where he went
He was always received the same.

When he died there was no sorrow
And the people seemed to say,
If he hadn't died last night
He would of been hung today.

Some day those who turned him down
And those who used to say,
"Oh, let him go; he's just a bum"
Will end up the same, same way.

Carl's whole case was presented herein. His reason for returning to the home was that he feared that his father might be sick and need him. Carl, because of his sensitiveness, could not escape from his feeling of filial responsibility despite the unhappy circumstances of the home.

Another high school boy expressed his feelings about his central problem through a composition entitled "How to Flunk a Course in Four Steps." His exposition of the way to achieve this follows:

HOW TO FLUNK A COURSE IN FOUR STEPS

In the year 1946, the spring term was a very eventful one for me. Why? Because it was the start of my career at the art of failing a subject. It was the year I failed Science and, the following term, Latin. That and how you too can flunk is what I am going to explain in the following paragraphs.

The process is a simple one, but the main thing is do no work, I don't. The first of the four steps is to pick a teacher you dislike, in fact, hate. This will get you off on the left foot in the wrong direction. The second step is to show your defiance of him or her as the case may be, or in plain English, "tell her off." The third step is to refuse to do homework, never take books home, never volunteer—"never do nuttin." This will probably bring you into the presence of the beloved (hah) principal. Each visit brings you demerits and brings you nearer expulsion. The fourth and final step is to "skip" or cut classes in which you have term tests, really any kind of test.

As you probably understand, this process is a simple and effective one. But take my advice, be wise and do just the opposite of what I have stated because the after effects are unreasonable—especially if you have parents.

The above was a contribution of an eleventh-grade boy who measured on an individual Binet test at a score of 135 I.Q. He had always wanted to be a doctor, but at this point, after a succession of course failures, he was in a state of confusion. In his own words, he expresses his dilemma: "I always wanted to be a doctor ever since I can remember but last year I changed my mind. My mother thought it would be better to change to a commercial course and I don't want to go to med school now. It's too late besides—four years of college and one year of internship at least—then I don't know what will happen. It might be better to change to commercial but I really don't know, I wish I knew what I was supposed to do. I took some sort of a test with the counselor and my father is supposed to come in and talk with him about it. But he hasn't come yet." The father is described as a high-tempered man who blows up when the boy doesn't achieve. He is a busy man and has no time for the boy. The mother is a strong disciplinarian and feels that the boy is "very hard to understand." She is very busy with community activities. School authorities describe her as a "perfectionist mother who is trying very hard to see that she does a good job with this boy." Thus we have a boy of very superior intelligence who is trying to do "what he is supposed to do" if he can only ascertain what that is. He indicates by his personality test scores and corroborating behavior that he feels no sense of personal freedom or of belonging. He registers at a very low level on family, school, and community relations and is showing marked withdrawal tendencies. He is still striking out, as is demonstrated in the composition, but feels that it is not a wise course of action—"especially if you have parents."

Probably the most succinct statement of the need of the indi-

vidual to be an individual was expressed by a high school boy who had just lost a parent and was forced as a result to give up his idea of going to college and take on long hours of work to help with the support of the family. At the same time he was undergoing a religious crisis in his life. The cumulative frustration caused him to speak out in this way:

I ASK BUT ONE RIGHT

I am myself. God gave me the right to be thus. Two eyes, two hands, two feet, and a mind of my own; I am an individual. I am conformative only when conforming benefits all. I compromise only when compromise is right.

I have a personality; it is mine and I will not be pigeonholed. I believe in God, I believe in my country, and I have faith in myself. I am myself; God made me thus.

These expressions of need for understanding and help are only illustrations of the possibilities to be derived from creative writings of boys and girls. Given a free choice of subject and an accepting attitude by the persons for whom these assignments are written, children will express their innermost feelings—many times not on a conscious level. Knowledge of the facts behind these feelings can lead to wise counsel and help at the time when boys and girls need it most. The freedom and spontaneity with which little children in the early school years express themselves must be nurtured and encouraged so they will have a continuing medium of communicating to sympathetic listeners.

The main emphasis in this chapter has been placed on what is to be learned from the school cumulative records for an individual pupil and more especially what may be learned from the study and observation of the pupil himself. This has been done purposefully in order to bring the pupil into focus as the most important point of reference in any case study. On the other hand, the many case illustrations in preceding chapters have pointed up

the significance of what others can contribute to the understanding of the individual. It is important to know how the pupil is viewed by his classmates, other school personnel, his parents, and workers in community agencies. People in these latter classifications may contribute much factual information about the pupil's background and family circumstances which help to explain the pupil we see in school. Hence the remainder of this chapter is devoted briefly to the techniques of gaining information from these other sources.

CLASSMATES OF PUPIL BEING STUDIED

Children at a very early age demonstrate selectivity in their choice of play and work partners in school. At the lower school levels, children are ruled out of social groupings because they break up work being constructed, they hit or kick other children, they use words that other children have been taught are not used in polite society, they generally obstruct progress of coöperative endeavors, or they just stand around on the fringe not knowing how to make an entree into the group. In the middle grades and the junior high school, the child who is always "picking a fight," "showing off," acting silly, arguing or those who seem to prefer solitary activity are excluded. At the secondary level, the socially inept, the immature, the colorless, the obstructionist, the grind, the pupil seemingly with no talents, and the "different person" are barred from participation when other pupils have a choice of partners or committee members. In a few high schools in the country and in colleges, resort to discriminatory practice reaches a very easily observed stage as people are selected for or rejected from membership in sororities and fraternities. At all age levels may also be found the pupil who has given up trying to make his way into a group—who sits silently as a passive onlooker or physically absents himself from the group whenever possible. Observation may be the technique which will yield the most valid

information about the child's relationship with his classmates. This is especially true if there is a free atmosphere in the classroom and if there is flexibility in the program and in the physical facilities. Not long ago the writer entered a seventh-grade classroom in which the class was working informally at five large tables. At one table were seated six girls, at another six boys, at another were three boys and three girls who were very obviously paired off, at still another were three boys and three girls who were obviously interested in each other but there was no direct communication between members of the opposite sex, and then at the fifth table was one lone girl who—it was explained by the teacher—"always preferred to sit by herself." This was a perfect sociogram that came about through natural social selection by a group of adolescents. There was no need in this type of classroom to resort to the more complicated and academic process of ascertaining first, second, and third choices. This diagramming of relationships is not as easy in a more formal classroom in which pupils are seated according to some teacher-devised plan.

Many very significant facts may be discovered, however, by asking pupils formally to make first, second, and third choices of other pupils with whom they would like to work on a planning committee, with whom they would like to go on a picnic, or with whom they would like to play on a team. It is also enlightening to include questions concerning their choices of pupils they would like to invite to dinner in their homes and those they would like to have help them with their work. Pupils have reputations for different talents—social, academic, aesthetic, physical—for which they are chosen in response to different questions and not for themselves alone. The question concerning their choice of the pupils they would like to invite to their home for dinner brings out the reflection of the parents' degree of acceptance of children from other cultural groups. The sociogram must always be interpreted in light of the question asked and several sociograms

Studying the Individual Pupil

must be made if the teacher is to reach valid conclusions as to which pupils are not accepted by any of their classmates and which are accepted by many classmates in several different situations. It is the pupil who is chosen by no one in any situation who is the true isolate in the classroom and the one about whom we should be concerned. It is also significant to discover, through the study of the three choices he makes, with what other pupils or groups he aspires to be identified. The retarded child may choose the very bright child; the physically underdeveloped boy may choose the star athlete; the very withdrawn may choose the pupil with the greatest social skill. These pupils recognize their inadequacies in these various areas and indicate a wish to be like the persons of their choice. In one instance, a girl who was chosen by no one said that she chose the girls who were "nicest to her," but she was well aware of the fact that she had no friends.

In order to see the value of the sociogram in the study of an individual pupil, Ellen has been chosen as an illustration. Ellen is a nine-year-old fourth-grade girl, described by the observer as "physically healthy and wholesome looking, always nicely groomed." According to one group intelligence test, her I.Q. score is 98. It can be noted on the accompanying sociogram that Ellen is a so-called "star," that is, she was chosen by seven of her classmates as their friend. Five girls chose her as their first choice and one boy and one girl chose her as second choice. It is significant that she chose the other girl (girl A) in the class who ranked as a star in the group as her first choice of friend and that girl A chose her first. A further significant fact to be noted is that four "isolates" (those chosen only once or not at all) chose Ellen, as did two near-stars. It was a great surprise to the teacher of the class that Ellen was chosen by so many pupils as she created much disturbance outside of the class situation. Her teachers for the first three grades, each in turn, had recorded in the cumulative folder that Ellen was "quarrelsome." Her fourth-grade teacher on

SOCIOGRAM 4th Grade	1st Choice	2nd Choice	3rd Choice																								
				Boy A	Girl A	Ellen	Boy B	Girl B	Boy C	Girl C	Girl D	Boy D	Boy E	Boy F	Boy G	Boy H	Boy I	Boy J	Boy K	Boy L	Girl E	Girl F	Girl G	Girl H	Girl I	Girl J	Boy M
* Boy A	1																										1
* Girl A	5	4	2	1	1		2	2	1			2				1	3			3	2					1	
* Ellen	5	2		2	1		1		2												1			1	1		
* Boy B	2	1	3	3				3											2	1	1					3	
* Girl B																											
Boy C		1	1				3									2											
* Girl C																											
Girl D		2	1		2				3																2		
Boy D	1	1	2										1	2	3												3
Boy E	1		1									1													3		
Boy F	1	2	1									2	3		1		2										
Boy G	2		1									3		1			1										
* Boy H	1						1																				
* Boy I																											
Boy J		1	1																	3							2
Boy K	2	1				1													1		2						
Boy L		1	3			3			3										3	2							
Girl E		1	3		3	2							3									3					
Girl F	1	1	1							2													1	3			
Girl G	1	3	1			2															3	1	2	2			
Girl H		1	3		3											3						2	3				
* Girl I	1									1																	
* Girl J		1																					2				
* Boy M		1													2												

* Isolate (not chosen more than once)

* Star (chosen 6 or more times)

the first progress report stated, "From her autobiography we learn that she wants to be a school teacher. As there is no sympathy wasted on teachers by Ellen, it would seem that the authority and leadership of teaching is the item which is most appealing to this girl." The observer of this pupil wrote in the report, "Today Ellen is still striving to overcome a belligerent attitude. In her classroom after school her voice is loud as she directs activities. As anecdotal records show, she is likely to use physical force if necessary to persuade a fellow student. She instructs her following to like certain students and to fight certain others." One of the other teachers in the school who lived next door to Ellen reports, "She plays actively out of doors. She likes to be the leader, usually insisting on this point. If the younger children do not do exactly as she says, Ellen hits them."

The home background does much to explain the aggression and negativism in this little girl. She was one of three children, having an older sister and a younger brother. Her mother and father separated, after several years of quarreling, just as Ellen was starting school. Her mother was forced to go to work to support the children and, as she said, "The children had to take care of themselves." The neighbors reported that they "were like wild things in the neighborhood." Four months before the study of Ellen was made, her mother remarried. Her stepfather was a man who set out "to bring discipline into the home." Ellen's resentment of him was revealed by the fact that she refused to call him father. Ellen without doubt is a leader, sought after by those who have no other associations. That she has potential in the positive direction is indicated by the fact that one star and two near-stars chose her as a friend. Ellen needs understanding and encouragement to direct her energies into positive channels; whether she continues in her negative activities will depend on how the home and school work together to give her the security she needs.

The case of Ellen demonstrates the value of allowing class-

mates to choose other pupils in the class. The teachers had not seen the encouraging side of the sociogram, thinking of her always as being associated with those unhappy children classified as isolates. They did not realize that she had potentials which were recognized by the "chosen" members of the group. The sociogram gave them a new perspective and something to work on. As the individual is studied in relation to the rest of the group, significant facts come to the surface which can be used as further data to be considered in the total picture of the adjustment of the pupil.

OTHER SCHOOL PERSONNEL

The studies of individual pupils presented in more or less detail thus far have profusely illustrated the kinds of information which may be gathered from other school personnel and the value of that information in attempting to understand the behavior of the individual. Former teachers of the pupil may have recorded summary reactions to the pupil in the cumulative records or may recollect their impressions of that child as a pupil in their classroom. These opinions may provide a clue as to whether the type of behavior the pupil is exhibiting is consistent or inconsistent with previous behavior. One must be wary of recollections as we find sometimes that teachers confuse a child with a sibling of like sex or that recollections may be colored by subsequent actions of the child known to these teachers. If a pupil is in a departmentalized school program in which he has several subject matter and special teachers, the most effective method of obtaining facts and attendant attitudes is to hold a case conference of all teachers who know him. When several teachers, all of whom have regular contact with the pupil, sit down together with the nurse, the guidance personnel, and the principal much valuable information is brought out, and the school personnel have a chance to see how their concept of the child differs or is like that of other members

of the staff. They learn new facts about the pupil which may change—either consciously or unconsciously—their attitudes toward him. This then becomes a dynamic learning process for the staff as well as a data-gathering process. It is important to gather together all attitudes of all personnel, regardless of whether they are objective or emotionalized and biased, as it is necessary for the person doing the study to appreciate the kinds of feelings and reactions that the pupil has been and is experiencing as he has daily contacts with all school personnel. One wonders sometimes as one reads a collection of reactions to a child—all of which are negative—how the child is able to continue to come to school each day. Generally there is someone who feels that he is not completely hopeless, and this person is in a position to help the others look for the positives.

The guidance director, school psychologist, or counselor is a valuable source of information and help. These specialists are ready to give assistance in reading and interpreting the records. More specifically, they can assist the teacher to read the scores correctly, as in some instances raw scores have been recorded, in others converted scores, and in still others percentiles. The teacher may or may not have had enough statistics to read the manuals and interpret the records for himself. It is imperative that these scores be read correctly if they are to be used at all, and the person employed in this capacity is the one who must be available to give assistance to the classroom teacher. It is the obligation of the teacher to make sure that he is reading and interpreting the scores correctly. The guidance director, the school psychologist, or counselor may further assist the teacher by giving tests that would provide missing data for the pupil or retest when it is found that the results of the recorded tests seem inconsistent with other data. There may be further information that a person who has been counseling with a pupil may be able to give to the teacher without violating the confidence of the pupil. This information will most

likely not be in the regular cumulative folder. It is incumbent upon teachers who seek information to regard that information in the strictest confidence, for sometimes people responsible for counseling and guidance have found it unwise to give to some teachers information which is essential to an understanding of the pupil. It is important for teachers to keep this source of information open to them.

Likewise, nurse-teacher conferences on health problems of an individual may yield data which are indispensable to an understanding of the pupil being studied. The nurse has close contact with the home, many times over a period of years as the siblings of the pupil have come through the school program. As the nurse makes repeated visits to the home over a period of years, she builds a file of information concerning the general health of the family, parental attitudes toward health problems, the socioeconomic status, the emotional tenor of the home, sanitation, nutrition, and general coöperativeness of the family. The nurse also is able to interpret to the teacher items on the health record. Teachers, as laymen in the field of communicable disease and illnesses, must consult the specialist who can give interpretations in light of her knowledge of these diseases and illnesses. The teacher needs answers to such questions as: What is the nature of the illness? How serious are the after-effects of the illness? What must I do to modify the program for the pupil who is returning to school after the illness? If the child is still under medication, are there any effects of this medication that I need to know about? The nurse is the official liaison person between the school and the physician when information concerning the health of the pupil must be obtained and interpreted to the school. In addition to the interpretive functions of the nurse, she also knows those children and families who are being carried by community agencies—either health or welfare. As has been demonstrated in several of the case studies, the nurse also is the person to whom

many of these disturbed children look for attention and a listening ear. Many of these children visited the nurse with everyday complaints of one kind or another which were excuses to talk to her. The nature of these complaints and clues to the real reasons for the need to seek her out are important in understanding the problems of the pupil. These broader functions of the nurse on the school staff many times are not recognized by the staff members who are concerned primarily with the academic phases of the program. They think of the nurse as someone to send a child to when he is sick or injured during school hours. A broader understanding by teachers of the functions of the school nurse would stimulate her to even greater effort to help in individual cases. There is no better preparation for a home visit by a teacher than a conference with the school nurse.

PARENTS OR PARENT SUBSTITUTES

Next to the pupil himself, the parents are the most valuable source of information about the pupil being studied. It is most important for the teacher to know something about the adults with whom the child has spent his entire life prior to coming to school and with whom he spends the majority of his time as he is going through school. The parents are the ones who have given and continue to give him the degree of security with which he goes out to make his way in the wider social communities, and they stand by as he retreats from those wider, more impersonal situations. Parents and teachers must have an interchange of ideas concerning the child if he is to be helped to his best adjustment for living. The teacher needs information concerning parents' hopes and fears for the child, their broader family problems and perplexities, and their general feeling about this particular child. These factors are important for the teacher to know as the pupil emerges from them each day, yet brings their influences with him into the classroom. If these kinds of information are to be ob-

tained from visits with the parents either in school or at home, the check-list interview is not appropriate. It would be impossible to construct a check list which would include such individual data.

Rather a teacher needs to cultivate the skill of listening as parents talk. He should encourage the mother to talk about things which will help the school to understand the child, not with direct questioning but by helping the interview along through listening with a genuine desire to understand. She will point up the areas in which she is anxious in spontaneous conversation and may go into topics of real concern that the interviewer would not have had enough background or temerity to ask about. Teachers must not have preconceived ideas of what they are going to get out of the interview with the parents but must have the patience to let the parents do the talking, realizing that the things that are on their minds are significant in the adjustment of the child. Teachers have to curb the tendency to give suggestions and interpretations as the parents talk, aware of the fact that even when parents ask questions they do not want interpretation but reassurance. Put emphasis on parents' giving their suggestions as to best courses of action for them. The interviewer who goes into the home with an idea of telling the parent will reap nothing but silence and defensiveness and may further misunderstanding between home and school. Parents must be accepted as people with a right to a point of view even though it may be diametrically opposed to that of the interviewer. Parents are individuals who are the result of complex life circumstances and are as much in need of understanding from the professional worker as is the child. There has been a great deal of literature recently which has blamed parents for all the problems in adjustment of the child. The interviewer should be mindful of this as the placement of blame on the parents has made them anxious and insecure about entering a situation in which they must discuss their children. There are no techniques that can be taught for establishing rapport with parents, but a

successful interview relationship comes about as a result of the interviewer's acceptance of the parents as people who are doing the very best they can for their children at the particular time. Therefore, rather than discussing a variety of possible techniques for getting information from the parents, only one is presented—sympathetic listening.

The best way that a teacher can set the stage for an interview with the parents is to make arrangements so the parents may talk freely and in an easy manner. It may be better to have the parents come to the school if there are factors in the home which might be disturbing or embarrassing for them. If the parents come to the school, the interview must be arranged at a time when the teacher is not encumbered with details of the school program and in a place which gives privacy with no interruptions. Interviews must be scheduled in such a way that the parents feel that the teacher really wants to see them. If a teacher would like to make a home visit and if home visits are a part of the school program, the teacher must be cognizant of the fact that the visit is elective on the part of the parents, and the parents should have the prerogative of stating when that visit should be. No home visit should be forced. If there is a real situation that must be discussed, then the parents are requested to come to school through regular administrative channels.

There must be preparation through the total school program for parent-teacher conferences on an individual and group basis. Parents and teachers should meet first when there is no situation or problem to threaten the relationship. Group activities such as school open house, P.T.A. meetings, meetings of parents of one class, concerts, and dramatic programs make good first contacts for parents with the school and the teachers. They may pave the way for individual parent-teacher conferences. But they do not go far enough. Many of the parents whom we really need to know are the ones who find it impossible to attend school func-

tions or do not feel comfortable in the social situation because of feelings of social inadequacy or the belief that they cannot associate with those parents who have better clothes, better education, and more material things. Parents who cannot bring themselves to attend these group functions must be sought out, and a special effort must be made to know them in a situation which is comfortable for them. If we are to realize the ideal that the public schools belong to all the people, we must use every possible technique to bring into the school community these parents who are threatened by social situations.

PUBLIC AND VOLUNTARY SOCIAL AGENCIES

Some of the individual pupils being studied by teachers in the school, the pupils' families, or members of their families are being carried by one or more public or voluntary social agencies in the community such as the Family Welfare Society, child guidance clinics, Children's Court, the Visiting Nurses Association, and Public Health Department. These agencies have the most detailed and intimate information concerning their clients as they are working with them in an attempt to help them with their most complex problems of adjustment at a depth which can be handled only by the most highly prepared in medical and psychological understanding. By the very nature of their work with their clients, these professional workers are not at liberty and should not be expected to discuss the confidential aspects of individual cases with teachers. Teachers must respect the ethical responsibility of these workers. Social workers come to the school for information about these pupils and give to the authorities the facts which must be known by the school to further their adjustment. Highly prepared professional workers can be of invaluable help to school personnel in an educative capacity if the school invites them to staff meetings to present aspects of mutual problems of concern to the teacher and the social worker such as the adjustment of the

foster child, the teen-age delinquent, and complicated health problems. Teachers need to bear in mind that they are the largest group of professional workers and in comparison there are very few nurses, social workers, and psychologically prepared personnel whose energies must be used on a priority basis. Schools should invite them to share their knowledge for the better understanding of boys and girls on a group basis. To the degree that school personnel are prepared more and more adequately in an appreciation of the special competencies and contributions of other professional workers, they will be able to share mutual problems to the benefit of children and their families.

SUMMARY

Thus this chapter has dealt with the procedures and techniques that are feasible and practical for classroom teachers to use in assembling data for individual pupils from the many sources to be tapped: the school records, the pupil himself, the classmates of the pupil being studied, other school personnel, the parents and parent substitutes, and public and social agencies. An attempt has been made to give a point of view which takes into consideration the special functions of each of these sources and to emphasize cautions in the employment of techniques so that the fullest value may be realized. It remains now to discuss in the next chapter the most important step in the study of individual children—the careful summarization and synthesis of the data collected. These data must be seen in perspective and in all their interrelationships if valid conclusions are to be drawn and the best recommendations made for remedying the troublesome factors in the adjustment of the child.

CHAPTER V

How Should Data Gathered for an Individual Be Synthesized and Interpreted?

The preceding chapter presents the procedures and techniques that are feasible and practical for classroom teachers to use in assembling data for individual pupils. In order to emphasize the tremendous importance of careful synthesis and interpretation of data gathered, a separate chapter is devoted to the topic. Before any conclusions can be drawn from data, it is necessary to summarize data and study the interrelationships of information gathered from the many sources and among the various aspects of the child's development—intellectual, physical, social, and emotional. Contradictions and inconsistencies in data must be set aside if no corroborative data appear in the study. That is, there must be an attempt through the synthesis of the data to see the child as a complete individual struggling toward certain goals, in a certain way, because of his particular life circumstances. Through this process there must be an effort to discover why the child behaves as he does, what techniques of adjustment he has adopted, and what can be done to help him to a more effective way of meeting his everyday tasks and problems.

IMPORTANCE OF SYMPATHETIC UNDERSTANDING

It is evident that much depends upon a sympathetic understanding of the problems that are real to this child and his parents

Studying the Individual Pupil

as he attempts to make his own unique adjustment. This author is of the confirmed opinion that in the majority of cases teachers can perform this psychological task with the coöperation of the parents and the assistance of the administrative staff and supplementary personnel (when available) if they have been sufficiently oriented in appropriate pre-service and/or in-service education to the less serious problems of child and adolescent development and adjustment. Obviously, certain children cannot be reached without the aid of specialized psychiatric or psychological services, but it is the author's contention that the number of children needing special help can be greatly reduced if there is an initial attack on the individual's problems in the kindergarten and if study continues through the grades. This study must be accompanied by a sincere desire, emanating from a real acceptance of the child, to manipulate his school situation so he may achieve some success if that is indicated and by real effort to change attitudes of others toward him—attitudes of other teachers, his parents, and his peers. He also may be given help in seeing himself and his problems in a different light. This may sometimes be accomplished by the teacher's own positive attitudes toward him which allow him to point up the child's strengths and good points instead of his weaknesses. The understanding teacher can interpret to others the child's behavior and the causes for it. Positive attitudes toward people can be as contagious as negative ones and much more satisfying to all concerned. When individual children create annoyances and disturb the classroom routines, it is human to verbalize the negatives, to invite sympathy, and to escape feelings of failure. If teachers can understand that a certain child's behavior is not his personal failure but is the product of the kinds of circumstances that have surrounded the child since birth, it may be easier to be forbearing, and the need to spread negative reactions may be lessened. Teachers should accept neither all the

blame for failures of individual children nor all the credit for rehabilitation. It is a coöperative enterprise among many adults responsible for the child.

An example of the change in relationships that occurred between teacher and pupil when a teacher earnestly tried to learn about a child may be cited. A teacher of an eighth-grade class chose as his subject for special study in an in-service course in child study a boy whom he branded in the first class as "no good," adding, "there is no reason for him to be any good as his mother and father were no good before him. I know because I went to school with them." Life had been a struggle between this teacher and boy during the whole first semester. This judgment was filed away with no comment by the instructor in the course. The class sessions were devoted to developing methods of studying children's behavior, and the teachers began gathering anecdotal evidence for those students chosen for special study. This particular teacher did a very conscientious job of gathering anecdotes. Each interpretation was the same—"the child was just no good," and had no intention of coöperating with others. At the seventh session of this course, the teacher submitted his anecdotes and under the heading, "interpretation," stated, "I don't think I know how to interpret this boy's behavior." The instructor made an appointment to see the teacher on the next trip to the school. It was not necessary because the teacher came rushing to the instructor, saying, "A terrible thing has happened! I have lost my case!" The instructor visualized complete annihilation of the child in some hideous accident. The teacher went on to explain that the child was no longer a problem; he had volunteered three times during the week to assist the teacher in the classroom activities. The tragedy of it to the teacher was that he feared that his project for the course was gone and all his labor was lost. The thing that had happened was that this teacher was so conscientious in gathering data concerning this child that he had given the boy extra atten-

tion to get the desired information. For the first time the boy felt that someone was interested in him as an individual. In this case, a positive attitude on the part of the teacher and concentration of attention on the child in the process of gathering data had cleared the negatives from the picture, and the child responded with an effort to coöperate in the classroom.

It is not easy to explain the dynamics of a happening of this kind nor is it always that simple, but there is no doubt about the beneficial results derived from a sincere desire to learn and understand another. It was at the point that the teacher was not so sure that he had the answer as to why this boy behaved as he did that things began to happen in the relationship. The data which the teacher had collected began to fit together, and there was no need to go into the routine task of synthesizing—the synthesis had taken place in the dynamic relationship between teacher and pupil.

CASE STUDIES

It is the purpose of this chapter to set forth four case studies to demonstrate the process of summarizing and synthesizing data for an individual. The four cases chosen are from the kindergarten, the fifth grade, the junior high school, and the high school. These cases were not chosen as typical or representative; they were selected on the basis of different types of data that may be available for different children from a variety of schools. The process of summarizing and synthesizing is the same regardless of the age of the child, although the nature of the data may indicate different forms of summary. Some recommendations will be given in each case, but there are obvious gaps in the information presented which point to need for more study and observation before final recommendations can be made. Sufficient data will be given, however, so that tentative conclusions concerning personality patterns

may be drawn and suggestions may be made. These case studies, despite the obvious gaps in information, are used because they are more nearly like the case data that teachers will be able to gather. Many available books written by psychologists or psychiatrists present complete data gathered in a much more intimate, personal, and intensive relationship with the child than is possible in the classroom situation and within the limits of the teacher's preparation and time. This is discouraging to the practicing teacher and causes him to say it is impossible for him to do a respectable job so he will not attempt any study. This we wish to avoid by presenting the more practicable—if not as complete—case data.

It will be noted that different kinds of data available for an individual child lend themselves to different types of summarization; in fact, the form of the summary is dictated by the kinds of data available. Thus the first case to be presented, the case of the kindergarten child for whom are available anecdotal statements, test results with accompanying behavior descriptions, reports of parent interviews and teacher ratings, is summarized under the categories physical, intellectual, social, and emotional. The second one, the study of Susan, is outlined in chronological order as the sequence of events in the child's school history is significant, and there are almost no data on her social and emotional adjustment or her family situation. The third case, the study of Donna, is introduced by means of teacher comments concerning her behavior and then followed by test results and family background. The fourth and last case, the study of Ted, is presented in much the same way but the uniqueness of this fourth study lies in the more complete information concerning his early history at school and home. In each illustration it will be noted that the significant information is brought together in tabular form so that the interrelationships among the four categories—physical, intellectual, social, and emotional—may be seen at a glance.

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STUDY ONE: JOE, KINDERGARTEN BOY, AGED FIVE YEARS AND SEVEN MONTHS

Let us look first at Joe, a kindergarten child whose prognosis for success in the fundamental academic task of learning to read is poor and whose social adjustment is not good at the kindergarten level. The performance test administered to him in the latter half of the kindergarten year yielded a score which would indicate normal intelligence. His mother was a former teacher and thus was understandably concerned that the child's adjustment in school was not considered good. His father, a trained automobile mechanic, was unemployed at the time that the study was made, intensifying the worries of the mother. Joe is the oldest of three children, having a sister three years old, and a baby brother who was born a month before Joe started kindergarten.

The following is a summary of the information gathered about Joe, listed under the various categories of development—physical, intellectual, social, emotional. In each case the source of the data is given.

PHYSICAL

OBSERVATIONS OF STUDENT MAKING STUDY:

Joe appears to be larger than the other children, being taller and heavier. (This was later corroborated by the records.) His coordination is fairly good although he is slow and seems constantly to be holding back—not sure of himself. He is a pale child and seems to lack the "alive" quality characteristic of most five-and-a-half-year-olds.

OBSERVATIONS OF TEACHER:

On the basis of the Haggerty-Olson-Wickman Behavior Rating Schedule the teacher made the following comments. "Inconspicuous in appearance; can hold his own; slow in action; rarely shows fatigue; slightly effeminate; fearful."

OBSERVATIONS OF MOTHER IN INTERVIEW:

Joe was hospitalized for a two-week period when he was two years old with bronchial pneumonia. It was a very difficult experience for him as evidenced by an unusual amount of crying while he was in the hospital and upon his return home. "It was not possible for me to see him as he got so upset when I left the first time I attempted to visit him, I didn't try it again." In response to items on the Vineland Social Maturity Scale, the mother noted that Joe is clumsy. She felt that he had been held back somewhat in his physical play development as "he has no skates, sled, or wagon. There is no place for him to keep them." Joe's mother considered him very difficult to toilet train. He was two and a half before he took care of himself, and even now when he is extremely tired he wets his bed at night.

INTELLECTUAL

OBSERVATIONS OF STUDENT MAKING STUDY:

These observations were made as tests were administered to Joe and then corroborated by observation within the classroom. "The subject attended to the tasks at hand diligently. An analysis of the uneven pattern of responses, scattered failure and success, suggests that this subject made every effort to achieve in the test situation. He gives the impression of a serious, quiet subject who applies himself well. He is matter-of-fact, speaks in low tones, and volunteers no information during the rapport period or after the test. He answered specific questions." Although these comments overlap with the social traits, they are included here as they give a certain indication of the reliability of the final score which gave Joe an I.Q. of 101 and a mental age of five years and eight months. The mental age achieved on this test would indicate that Joe has the intellectual maturity to do the tasks typical of a child his age, all other factors being equal. "He made an effort to be exact." In an informal structured interview with Joe, his predominant answer to questions concerning how much he liked school activities was "just good." He felt that he did school-work "just good." He reacted more enthusiastically to the question

about whether he liked to listen to stories, saying, "Real good 'cause some stories I've never heard."

OBSERVATIONS OF TEACHER:

On the Haggerty-Olson-Wickman Behavior Rating Schedule, the teacher characterized Joe as "equal of the average child on the street; continually absorbed in self; distracted, jumps rapidly from one thing to another; thinks with ordinary speed; consistent and logical; lethargic, idles along; is indifferent, unconcerned." The teacher also noted on Schedule A of this instrument "frequent occurrence of disinterested in school work." Further evidence was revealed from the teacher's administration of the reading readiness test which in accordance with the score predicted "poor expectation."

OBSERVATIONS OF MOTHER IN INTERVIEW:

There was very little evidence of the mother's feeling about Joe's intellectual ability. He showed ability to perform the kinds of tasks requiring normal intelligence for a child of his age, such as feeding himself, dressing himself, going to the store for a loaf of bread and bringing back the change. When the mother was asked whether he printed simple words, the answer was, "No, he is reluctant to put forth the effort." She also noted that "he plays imaginatively a great deal." She did indicate that he "could not talk as well as his three-year-old sister."

SOCIAL

OBSERVATIONS OF STUDENT MAKING STUDY:

Some significant comments were made in an informal manner at the time that Joe took the tests. When asked if he liked to play games, he answered, "Yes, but I don't have any." The tester continued in the rapport period to ask if he played games outside with his father, to which he answered, "Daddy doesn't play games; he's looking for a job." The tester noted that Joe never smiled but appeared apathetic and rather lifeless in his reactions. He volunteered no information during the entire testing but went through the process in routine,

serious manner. Specific information concerning his feeling about his social adjustment was revealed in the informal structured interview given individually to Joe. When asked whether the boys liked to play with him, he answered, "I just walk around until I see if they want to." He indicated that he liked to play with the girls "but they don't play with me very often." In the area of adult relationships, he was asked the question, "How much do the teachers let you do the things you want to do?" To this he answered, "They don't let me; I know what to do in school and I do the stuff you're supposed to." At a second administration of this interview his answer to this question was, "I only do what I'm told to do." Further evidence of this attitude toward adults was revealed in his response to one of the Despert Fables "because the 'mudder' told him to." There was evidence from observation in the classroom that Joe habitually did the things he was told to do. The Fables also indicated that Joe had a real dependency upon his mother.

OBSERVATIONS OF TEACHER:

On the social section of the Haggerty-Olson-Wickman Behavior Rating Schedule, the teacher characterized Joe in the following terms: "Speaks very rarely; always acceptable in behavior; lives almost entirely to himself; timid, frequently embarrassed; unnoticed, colorless in personality; respectful, complies by habit; easily persuaded, flaccid; courteous, gracious, generally yields; rarely criticizes." The teacher also noted that it was a frequent occurrence that he was unpopular with children.

OBSERVATIONS OF MOTHER IN INTERVIEW:

The mother considers Joe to be withdrawn. He will tell her about his experiences if she draws him out but very seldom tells his father about anything he does. She added, "Perhaps he feels that his father is not sufficiently interested." The mother feels that Joe is too unsure of himself. He says he is afraid of the other boys in the neighborhood who fight with him, and it concerns his father greatly that he does not stand up for himself. It was necessary for the mother to accompany Joe on his walk to the school for the first month of kindergarten

and to stay with him for the first four days. She added, "He is very shy and this concerns me because I wonder if he will be overlooked in socialization activities in the class." When a social age was computed for the Vineland Social Maturity Scale as a result of the responses given by the mother, Joe was found to have a social age of five years and five months as against his chronological age of five years and seven months. This gave him a social quotient of 94—slightly below his intelligence quotient of 101 but within the normal range.

EMOTIONAL

OBSERVATIONS OF STUDENT MAKING STUDY:

As indicated in the previous categories, the person making the study found Joe to be an unemotional, apathetic boy, smiling at nothing and enthusiastic about none of the activities. He was matter-of-fact, accepting things as he found them and doing his best. He did not question but did the things he was supposed to do. Further evidence of his emotional adjustment was discovered through the administration of the Rorschach. The tester reported that "his emotional resources appear to be unusually limited for a five-and-a-half-year-old." In summary of the total responses of the Rorschach, the tester stated, "This subject's strong control of emotion suggests the possibility that he has been subjected to repressive training by his environment which has caused him to be constricted." The Fables indicated a dependency upon his mother and a feeling of hostility toward the brother and sister.

OBSERVATIONS OF TEACHER:

In the terms of the Haggerty-Olson-Wickman Behavior Rating Schedule, the teacher characterized Joe's emotional adjustment in the following manner: "Generally even-tempered; gives up before adequate trial; generally dispirited; ordinarily friendly and cordial; very submissive; long-suffering; apprehensive, often worries unduly; volunteers nothing, must be pumped; very suspicious, distrustful; no emotional responses, apathetic, stuporous; follows any suggestions;

deliberate." No other comments were made by the teacher as this boy is one who does not stand out in the group and does not invite observation in a group.

OBSERVATIONS OF MOTHER IN INTERVIEW:

As was indicated in the social category, Joe's mother felt that he was "unsure of himself and fears the other boys who fight him." She indicated that she had had difficulty with him in the earlier years with crying and fears, but this had stopped with the exception of the time when he started kindergarten. His father expects him to behave like a little man. Quoted from the mother, "My husband said, 'my child will behave like a little man. When we go to visit people he knows that he is to sit still on a chair and he never gets off of the chair unless he asks us if he can.' He ran out into the road once when he was three and his father gave him a good spanking and that ended that. I guess we are too strict with him." The mother also indicated that "he hates his sister." The mother considered him withdrawn and said that he habitually avoids dangerous hazards. She felt he was overcautious in his play.

A fairly consistent picture of this little boy seems to emerge as we consider the data gathered from the various sources—the boy himself, the teacher, the mother, and the person doing the study. He is a boy of normal intelligence but seems unable to use that intelligence to the fullest as evidenced in his performance on the test of reading readiness which gave him a poor prognosis. He is slow in his movements, clumsy, fearful, and unsure of himself. He lacks enthusiasm, is unemotional, and unimaginative in his work—doing what he is told to do but not going beyond that. He has an exaggerated respect for authority, which restricts his normal development. His relationships with boys and girls are unsatisfactory, and he waits to be invited to play. He lives to himself, absorbed in his thoughts and does not feel the necessity to communicate with others unless asked. Another part of this picture which seems significant is his relationship with his father

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who expects him to behave like a little man, who does not play games as he is looking for a job, and who the boy perhaps feels is not sufficiently interested in his activities to relate his experiences to him.

In order to see all the characteristics of this boy at a glance, an outline summary is made as given below:

Physical

Taller and heavier than normal
Slow—holding back constantly
Clumsy
Pale
No recorded physical defects

Intellectual

Inconsistent performance
Average mental ability
Frequent disinterest
Indifferent to classroom activities
Hesitant to speak
Poor expectation in reading readiness
Made effort to be exact in test
Consistent and logical
Performs functional tasks

Social

Apathetic, timid, unsure of self
Volunteers nothing
Insecure in relationships with peers
Unpopular with children
Does not stand up for self
Does what he is told to do by adults
Dependent on mother
Withdrawn and shy
Unemotional in class

Emotional

Appears unemotional, lacks enthusiasm
Accepts things as they are
Hostile to siblings
Gives up easily, submissive
Even-tempered
Fears other boys
Overcautious

It can be seen immediately that there are inconsistencies in the reporting from the different sources and that there is overlapping in the various categories, but the interrelationships of the above categories are obvious when the main characteristics are listed under each area of development. Joe is taller and heavier than his peers, hesitant and apathetic in manner which gives the im-

pression of dullness although his intellect is good. He has feelings of inadequacy which cause him to fail to put forth the energy required in socialization, just waiting to see if others will play with him. He does not have the normal aggression which would allow him to rebel at times but does what adults tell him to do. At the same time, however, he has feelings of hostility and fears which cause him unhappiness. Already he has a "poor expectation" in the basic task of reading which, combined with the other factors, forecasts a rough road ahead in his school career. Unless he receives help in socialization and emotional adjustment, he may be one of those baffling reading disability cases with normal intelligence.

This synthesis of data from all sources points the way to further steps with this boy. It indicates the need for coöperation between the school and the home. Real patience and acceptance of the boy with his lethargy and disinterest will be necessary so that he not become more withdrawn and lost in the shuffle. Joe was selected particularly for this presentation because he does not have dramatic problems but does have the foundation for severe problems. He has normal measured intelligence, but he is a boy who needs much help from adults to improve his relationships with adults and peers. He needs to strike out and assert himself if he is going to be effective in everyday living. When he strikes out with ineptness, he will need support and acceptance by all dealing with him. Joe is the kind of boy who is overlooked many times in our classrooms because he is a good boy who causes no disturbance. He needs the kind of schooling which will allow him the freedom to socialize and come into his own. He represents the children who are not ready socially and emotionally to undertake the academic tasks required. The data gathered for Joe constitute a substantial beginning of a cumulative record which should assist subsequent teachers to understand better what his previous life experiences have been.

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Joe is representative of kindergarten children who commence their school careers with problems of a social, emotional, and intellectual nature. One year is a short time in which to draw conclusions concerning a child and his future, but it is evident that Joe will need expert and sympathetic guidance if he is to overcome his initial difficulties.

STUDY TWO: SUSAN, FIFTH-GRADE GIRL, AGED TEN YEARS AND FIVE MONTHS

The next study presented will be that of a child who has reached the end of the fourth year of school, and the time has come when a judgment must be made concerning her promotion. It is necessary to review her cumulative folder and summarize what has happened to her since she entered school. One great difference between the two studies is in the depth of the study, the first having been made by a student who had training in individual and projective techniques and the second being done by a teacher with no special training in testing and with no opportunity at the time of the study to gather further data. There are no personality measures of Susan or anything but meager observational comments made in summary form at the end of school terms. The first step in organizing the data for Susan into some kind of meaningful pattern is to summarize in chronological order the information available in the folder. This, therefore, is done according to the reports for the succeeding school years.

KINDERGARTEN:

Susan was five years and three months old at the time she entered kindergarten in a school system in which children may enter at the age of four and a half. During the kindergarten year, there were four reports sent home to parents. These reports indicated that she was a child who conformed to regulations, following directions well and cooperating with the other children. She seemed able to take

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good care of herself and her bodily functions. She was liked by other children. The only negative factors that were consistently checked in all four reports were: Does not complete work in a reasonable time, does not show capacity for leadership, and does not do her work neatly. Toward the end of the kindergarten year, she evidenced lack of confidence and self-control. The teacher made the following summarizing comments at the end of the respective reports:

- 1st Susan has improved steadily since school began. She is coming along fine.
- 2nd Susan is doing better.
- 3rd Susan is slow but she is trying hard.
- 4th (In form of a note to the mother.) "We feel it best to keep Susan in kindergarten another year. She is very immature and in the light of the achievement on her testing, she will probably have difficulty in the first grade. She needs a great deal of help from the teacher and is not ready to work by herself."

The teacher closed the letter with an invitation to the parent to come in and see her and made reference to previous coöperation from the mother. The testing to which the teacher referred consisted of a reading readiness test on which Susan scored "low average," and a test of intelligence for which she received an I.Q. score of 78, placing her in the borderline category if taken at face value.

GRADE ONE:

The following year found Susan in the first grade. There is no indication in the cumulative folder of the reason for the change in decision. During the first marking period, she did very well, receiving B's in every subject except English which included speech. In this subject she received a C. The teacher made the following summarizing comment concerning her work: "Susan tries very hard in school. Sometimes she has difficulty comprehending but with a little extra explanation she gets it. She is very persistent and takes great pleasure in doing her work." This report went home in November. There was a notation in the folder to the effect that Susan had been to a clinic

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for a special examination. As a result of an orthopedic examination, Susan was transferred to a special class. There was no indication in the folder as to the type of disability which was discovered, although the school authorities must have been apprised of this information.

SECOND YEAR:

In the fall of the second year, Susan entered the second grade in the regular class but failed in the first term in reading, with special difficulty in oral reading; in writing, with emphasis on difficulty on letter formation; in spelling, with special attention drawn to inability in sound of letters. She received a *C* in English with "clear speech" indicated as the area of specific difficulty. It was recommended that the child "go back into grade one, as the work was evidently too difficult for her." Susan thus went back into the first grade where she enjoyed good success, receiving *A*'s and *B*'s in all subjects. She still had difficulty with speech throughout the year. The teacher reported the following in the three marking periods:

- 2nd I think Susan is happier in the first grade. She seems to be better adjusted.
- 3rd Susan is doing very nice work. She tries very hard and I think she has made remarkable improvement.
- 4th Reading during the summer will help Susan. She has shown remarkable improvement this year.

There was a report of a conference with the parent in June for the purpose of reporting progress made and discussing plans for helping Susan further. In this report was included the statement that "Susan had cerebral palsy and it has been necessary for her to be absent often for therapy and checkups." The difficulty with speech was discussed, and it was agreed that the mother would provide opportunity for the child to read aloud during the summer vacation. It was indicated that the mother was very coöperative.

GRADE TWO:

Susan had a successful year in her second attempt in the second grade, receiving *B*'s in most subjects. She received *C* consistently in writing as her coördination did not allow for good formation of

letters and smooth lines. The summarizing statements by the teacher were indicative of the same persistent work, showing good improvement. In the second report, the teacher stated that "Susan needed to work harder in arithmetic" as she received a *C* in that subject that term. In the following two terms she received *B*. There were no additional entries in the cumulative folder during the second grade. There was no reference to the condition of cerebral palsy which was alluded to in the previous year.

GRADE THREE:

As in the second grade, Susan achieved well in the third grade, receiving *B*'s in every subject each term. The teacher added the following notations: "Susan does good work. She is gaining in poise and confidence. Her speech is much better. Susan does neat and careful work." In addition to the grades given by the teacher, there was other evidence obtained from an Achievement Test Battery given to the total class halfway through the third grade. She received a total overall grade placement of 4-0. The profile on this test would indicate that fatigue set in at the end when she attempted the section on capitalization and punctuation. Or it may have been that the slowness with which she accomplished tasks made it impossible for her to finish. Her total score in arithmetic placed her at grade 3-6, but as one examines the test profile it is discovered that she did not attempt the last section at all. Again inability to accomplish tasks at the normal rate penalized her on the timed test. On the basis of the above evidence Susan was promoted to the fourth grade. It was the general feeling that Susan had hit her stride and her difficulties were over.

GRADE FOUR:

In the first quarter of the fourth grade, Susan again began to fail. This time the failures occurred in reading, English, and social studies. In spelling she did "borderline satisfactory work." Susan was absent twenty-eight half-days during this term. When the school authorities discovered that Susan was slipping in her work, they gave her an intelligence test in which she received an I.Q. score of 77—a mental age

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of eight years, whereas her chronological age was at this time ten years and five months. Her total reading grade placement on the extra achievement test was two years and six months. (In the test taken halfway through the third grade she had placed at the grade level of three years and five months.) It should be added here that the second achievement test was taken on a machine-scoring sheet in which the pupil must fill in the narrow spaces between two short parallel lines. It is necessary for the child to adapt his vision in the process of reading back and forth from the test itself to the scoring sheet.

The explanation for both the failure in schoolwork and the poorer results on the test came in a statement by the teacher in the report to the parent. The teacher reported at the end of the first term, "Susan's work is poorer this quarter than last. This may be because of her absences due to the eye operation and ill health." It was discovered afterwards that the eye operation had been for the purpose of correcting a muscular imbalance. It was recommended that Susan be promoted to a special section of the fifth grade in which she would be able to proceed at her own pace.

After summarizing the data chronologically from the school record, it is necessary, as in the case of Joe, to make a summary outline of the characteristics gleaned from this summary.

Physical

Poor coördination
Cerebral palsy
Speech difficulty based on palsied condition
Eye difficulty; muscular imbalance
(No general physical report)

Capable of doing passing work as indicated by reports and results of achievement tests in grade three
Persistent and tries hard in academic tasks

Social

Intellectual
Measured I.Q. of 78 and 77 both ascertained on group tests
Low average reading readiness expectation

Kindergarten reports indicated no difficulty
Liked by other children
Coöperative
Does not show capacity for leadership in kindergarten

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<i>Emotional</i>	
Some lack of confidence and self-control noted at end of kindergarten year	Seemed better adjusted (2nd year) Gaining in poise and confidence (3rd year)
Persistent and tries hard	

The main fact that emerges as one puts down in chronological order and again in the summary outline the characteristics of Susan is that the basic problem, which is a physical one, has been obscured and incidentally referred to. It is necessary to search the record to discover that Susan has cerebral palsy and an eye imbalance—facts which are brought out in a casual way after the physical disabilities have caused failure academically. Thus the child has been allowed to experience failure and the parents to experience disappointment. The cause of the problem has not been underlined and used as a basis for special guidance of the child. With all we know of the emotional concomitants of physical disability, Susan should have been given special help. There is no note of condemnation to be construed in the presentation of this particular case. This kind of thing goes on all the time in our busy school days when teachers have been trained only in the academic symptoms of problems in children and when physical examinations are of a cursory nature. It has been included specifically to point to the need of preparing teachers to recognize problems that have their base in other than academic inability. Teachers must have the insights necessary to realize the significance of physical handicaps in academic failure. And what is even more important, teachers need much more help from those responsible for identifying these physical handicaps and interpreting their significance in the classroom situation.

Another factor which should be emphasized in this case as summarized from the record is that there are no data concerning the social and emotional accompaniments of this physically based

problem. There are no vital data which bring this child alive for the person who is responsible for making recommendations for her. It is a typical academically focused record which does not give the whole story essential for the best guidance of the child. Very conspicuous is the absence of any information about the child's family—whether there are brothers or sisters, what father does (in fact, there is no reference to the father in the record), health history, etc. Yet as meager as the data are, the study points up the tremendous need for much more careful examination of children to discover factors which may cause trouble, thus forestalling failure and alleviating inevitable difficulties for the children and their parents. An absolute necessity at this point in Susan's career is to attempt to gain a much more accurate measurement of her intelligence through the administration of an individual test which will eliminate to some degree the penalty of slowness of performance on academic tasks. Otherwise she will be labeled as a child of borderline intelligence, a fact which has been disproved by her achievement in the lower grades. The author has faith that the teacher of the class in which she has been placed for special help at the fifth-grade level will help her to regain her place in the regular school program.

Thus far in this chapter studies of Joe and Susan have been presented. Joe was a kindergartener whose prognosis for the fundamental task of reading was poor and whose social adjustment was not good. At the crucial point when he was to enter the first grade, an intensive study of his social and emotional status as well as intellectual potential was made. The data lent themselves to a summary under the broad categories of physical, social, emotional, and intellectual development and status. Susan was studied only through the material recorded in the cumulative folder; therefore, the summarization which seemed most appropriate was a chronological outlining of what had actually

happened to Susan in her brief school career as a result of physical disabilities which affected her academic progress.

Now Donna, whom we are to meet next, is a seventh-grade girl whose difficulties center in the home situation and whose behavior in school is creating problems between her and her teachers. Hence the summarization of data must be different to present the facts in the most effective manner. The discussion will include reports about Donna's school behavior, personality testing results, and finally the family background and history.

STUDY THREE: DONNA, SEVENTH-GRADE GIRL, AGED TWELVE YEARS AND TWO MONTHS

At the end of the first term of the seventh grade, at which time the study was made, Donna had been brought to the attention of her teachers through her loud, boisterous behavior and "plain appearance." As the person making the study said, "One's attention is called to Donna by the way she bounces into classrooms, drops books on her desk, and by her excessively loud and shrill giggling. When she giggles she hunches her shoulders; her eyes light up; she holds her hands up near her face, glances about, and doubles up slightly. She dresses plainly and usually appears rather untidy. Her hair is straight and plain and she has an old-fashioned Dutch cut."

The teacher who had Donna in the sixth grade gave us further introductory comments as follows:

It was the father who brought Donna to school and introduced her to me. She just giggled and said nothing at the time. She did not adjust well at school although she did better toward the end of the year. She seemed to mix with the other children but she was not able to keep friends. Once she broke down and cried, apparently because of losing one. Donna had trouble in my room and most of this was apparently because she was boy crazy; much more so than the rest of the class anyway. The other girls accused her of telling the boys

things about them just so they wouldn't pay attention to them. She lied when she was in trouble. When the class was studying the Netherlands she told me of having been to Holland but she asked me not to tell the class because her mother might not like it. She is a bright child if she could be made to work up to capacity.

The sixth-grade teacher tried to get the mother to come to school at three different times without success. She was always too busy at home. Despite her social problems Donna passed all subjects during the first term of the sixth grade, and during the second term all of her grades were between 85 and 95.

To ascertain how the seventh-grade teachers regarded Donna, they were interviewed by the student making the study. So in order to obtain a fuller picture of the dynamics between Donna and her teachers, the interviews are presented below:

HOME-ROOM TEACHER:

"Now there is a child for you! She'll be good in stretches and then be so terrible. I have found her in the halls after school a number of times and have had to send her home. One time she was trying the lockers in the hall to see if any of them had been left unlocked. I had to chase her and she ran into the girls' room. I went in after her and when I took a hold of her she gave her head a toss and said, 'Can't a person have any privacy around here?'

"I had to keep her after school the other day. She had been tardy so many times that I reported it to the counselor and she was called down to her office that morning. Evidently the counselor had requested excuses for her tardiness, for Donna came back into the room mad, stalked over to her chair, and when she sat down she made a nasty noise." In spite of all the adverse comments, the home-room teacher felt that Donna had been better lately.

HOME ECONOMICS TEACHER:

"Donna is a problem to me. I don't quite know what to do with her. I can take time and explain something to her and later when I

am explaining it to the class she will run up and insist that I show her again. She doesn't seem able to concentrate. She will ask a question and I will be explaining it to her and look up only to find her looking out of the window, not paying any attention. She gets along well with the rest of the class; she is rather loud; and she isn't doing as good work as she seems capable of doing."

ENGLISH TEACHER:

"Donna appears nervous and she is 'sassy.' She doesn't do as well as she might in her school work." She added that she had an opportunity to see Donna in a relatively free atmosphere at noon time and she seemed to get along well with the other children, although she was very loud.

MATHEMATICS TEACHER:

"I first noticed Donna because she was always chewing something. At first I thought it was gum, but it wasn't. It was anything that she could get into her mouth; erasers, paper clips, beads, and just anything. She seems to be an excitable child. She does average work and isn't an exceptional student. I have seen her on the bus a few times and one time she left her friend to come and sit with me. This appeared unusual for me for it isn't like most children to want to sit with a teacher."

MUSIC TEACHER:

This teacher had Donna in a class with some seventy other children so did not have much opportunity to know the children individually. She did say, however, that "Donna is a peculiar child." When questioned as to why she thought so she said, "Why she doesn't enter into the singing wholeheartedly and sometimes she doesn't sing at all. When she isn't singing she is talking to someone. She doesn't have any special ability and is an average pupil. She is underhanded some of the time and lets others take the blame for things she did."

GYM TEACHER:

The gym teacher said that Donna had just been given a test which

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gives a physical fitness index. "She was below average in physical fitness but still within the normal range but there are many others who are more in need of immediate attention. The fact that she is below average may be due to general lack of attention or malnutrition." She added, "Donna seems to get along well with the rest of the girls; but I have had to speak to her a few times for being out of order while standing in line. She is rather nervous and flighty."

SCHOOL COUNSELOR:

The counselor had made a mental note to call Donna in to talk with her when she had disposed of the more pressing cases in the school because of the talk among the teachers. However, an interview was precipitated by an incident in which Donna was an onlooker.

When Donna came in to talk with the counselor she broke down and cried. The counselor said that "after she stopped crying she just told me everything." It seems that her mother has remarried and now has two children from this second marriage. The subject is the only child of the first husband and the step-father actively rejects Donna. He buys candy for his two children and lets her sit around and watch them eat it. He does not clothe her. This is done by the grandmother. The subject does not go home directly after school and may often be found downtown with her friends. When she does come home late the step-father cuffs her. She is not able to have children come home with her because of the upset condition of the house. The mother will not have people coming in with it in such a mess. Some of the friends have dropped her because of this condition and she is thrown with a group of children who have no supervision during the after-school hours.

The counselor continued to say, "I don't think Donna would have told me nearly so much if it hadn't been for what happened the night before. Donna was awake when her step-father came in from work and she overheard him tell her mother that he did not like her. The parents were discussing her school achievement and lack of dependability.

"An attempt was made to arrange a home visit but the idea was

dropped for the time being, because of the subject's insistence that her mother would be upset if anyone dropped in with the house not in order. Instead it was planned that the mother would see the counselor during Parents' Night which was just a few days away.

"When the mother came in I commented that Donna didn't seem to be happy and I asked if she might know of some reason for this. She said that it might be because her step-father did not like her. She also said that she wasn't very demonstrative either. There were so many people around that we didn't have much time to talk and I haven't had a chance to visit the home."

The student doing the study of Donna added further information concerning her behavior—information gathered in a more informal relationship with her. On one occasion, Donna was very anxious to have him walk home with her so he could see where she lived. The house was in a very crowded area of shabby small homes fairly near the school. When they were in sight of her house, she said, "There it is. See it. I don't like living there because I hate my father." She followed this with the explanation that he would not buy a bicycle for her. Donna also told of staying in the school building after afternoon games and running through the halls. She boldly told of spending frequent afternoons downtown shoplifting. Sometimes she would do the shoplifting and sometimes she got other girls to "lift" rouge and lipstick for her. Once the floorwalker caught her picking up a bar of candy. When he questioned her, she said, "I was just looking around." She seemed very pleased to think that she could get away with this type of thing. At Christmas time she and her gang went around carolling at peoples' houses, and if they did not give them something to eat they soaped their windows. At another time she had been reported to be insolent and annoying as she tried to sell potholders in the neighborhood. On another occasion she had just gone up, knocked on doors, and then run away.

The above information gained from those teachers who had

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had contact with Donna and from the informal contacts of the student making the study gives a picture of the type of behavior that Donna exhibited and certain clues as to the reasons for this behavior.

The school records gave further data which were important although meager. Donna had been given two tests when she entered the sixth grade—a group intelligence test which yielded an I.Q. of 115 and a reading test which placed her at grade 6.8. It should be pointed out that she took these tests at the time that she entered a new school in a new city. The school health records indicated that she had 20/20 or normal vision in both eyes and that her hearing was normal as tested by the audiometer. She had no “apparent” physical defects.

The student added to test information by administering the California Test of Personality for the purpose of gaining some idea of Donna’s concept of her self and social adjustment. She ranked at the 69th percentile on self-adjustment with outstandingly low scores in the areas of sense of personal freedom and feeling of belonging and outstandingly high scores in the areas of self-reliance and freedom from withdrawing tendencies. She ranked at the 59th percentile in social adjustment with exceedingly low scores in freedom from antisocial tendencies, family relations, and school relations. The items listed below contributed to the low areas and give further clues to the factors that are concerning Donna:

Do you have a hard time because it seems that your folks hardly ever have enough money? YES

When your folks make you mind are they usually nice to you about it? NO

Do you try to keep boys and girls away from your home because it isn’t as nice as theirs? YES

Do you think that the children would be happier if the teacher were not so strict? YES

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Does it seem to you that some of your teachers have it in for pupils? YES

Do your classmates choose you as often as they should when they play games? NO

Do you bite your fingernails often? YES—all the time.

Does it usually take you a long time to go to sleep at night? YES

Do you feel that most of your classmates are glad that you are a member of the class? NO

May you usually bring your friends home when you want to? NO

Do people often think that you cannot do things very well? YES

Do your friends generally think that your ideas are good? NO

Do your folks seem to think that you are doing well? NO

Do your classmates and friends usually feel that they know more than you do? YES

Do your folks often stop you from going around with your friends? YES

Is your work often so hard that you stop trying? YES

Are people often so unkind or unfair that it makes you feel bad?
YES

The total scores on the personality test and a study of the individual items corroborate the kinds of things that Donna has told the guidance counselor and the person doing the study. She is consistent in her reporting about her situation.

This picture of Donna would be incomplete without some further information about Donna's early history and family background. The student making this study gained access to this information through an interview with the mother and the stepfather in a home visit. Donna was living with her mother, stepfather, four-year-old half sister, and six-month-old half brother in a very small house. She shared a bedroom with her half sister. The father held a very modest factory job although he had had some college education. The mother had been brought up as an only child as had the stepfather. The mother had lived in very good circumstances as a child and had married Donna's own

father when she was on a visit to her uncle in a distant state. He had lacked a sense of family responsibility and failed to provide for the mother and Donna. This caused the mother to leave the father and return to the maternal grandmother when Donna was about one year of age. The mother remarried when Donna was six. As the stepfather was moving about a great deal in military service, Donna was left with the maternal grandmother while she was in the first and second grades. Soon after Donna entered the third grade the mother sent for her, and she was placed in two different schools in the course of finishing the third grade. When the stepfather went overseas Donna, her mother, and half sister returned to live with the maternal grandparents. Donna then went to school during the fourth and fifth grades in the school in which she had attended the first and second grades. She entered the large central school which she was attending at the time of the study when the family was once more reunited.

One other significant factor which was brought out in the interview with the parents was that the grandparents had indulged Donna greatly, allowing her to do as she wished and giving her practically everything that she desired. She had been the center of attention as the only child in a family of three adults until she was six years old. The half sister was born while the stepfather was overseas. At the time of the study, according to Donna's reports, the stepfather was openly rejecting Donna in favor of his own children.

In order to see the interrelationships of the characteristics of Donna in the categories of physical, intellectual, social, and emotional development it is necessary as in the case of the previous studies to bring all of these data together in a summary outline.

Physical

Plain appearance	lack of attention
Below average in physical fitness	Normal vision and hearing
Malnourished possibly due to	No apparent physical defects

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Intellectual

Able to do work at above average level as shown by grades
Inattentive to academic tasks
"Does not work to capacity"
I.Q. of 115 on group test
Reading test placed at 6.8 at the beginning of the sixth grade

Social

Loud, boisterous, given to giggling, sassy
Inept in social situations
Unable to keep friends
Gets along well with classmates in school
Lacks feeling of belonging
Low scores in freedom from anti-

social tendencies, school relations, and family relations
Unsupervised in after-school activities
Suspected of stealing; boasted of shoplifting
Habitually tardy

Emotional

Lies when in trouble
Appears nervous and flighty
Chews anything at hand
Disturbed to point of tears about home situation
Hates her stepfather
Lacks feeling of personal freedom
Seeks attention from adults

On the basis of the data at hand it can be seen that Donna is a child who is not achieving in accordance with her ability, and it may safely be concluded that this failure to achieve better is caused by her unhappiness at home and her lack of a feeling of security in her social relationships. Donna had an early childhood which was not conducive to establishing security. As she went into the more complex process of establishing herself as an adolescent in the junior high school program, she was disturbed by a feeling of not belonging in the home because of the rejection by the stepfather. Added to this was the fact that her mother was harassed by her circumstances of living and found it impossible to establish the kind of home situation into which Donna could bring her friends. There seemed to be a great lack of supervision in the after-school hours and an inability on the part of the mother to provide security through imposing limits for Donna. Donna was

brought up in the early years as the only child in an adult home indulged by the grandparents. Then with the remarriage of the mother and the arrival of two half siblings, it became necessary for her to play an entirely different role in the home. Because of the lack of a feeling of security and of belonging in the home, Donna was finding it increasingly difficult to make the adjustments demanded of her in school. This was reflected in her tardiness, boisterousness, inconsistency in performance, imaginative storytelling, and demand for attention. Donna was also demonstrating antisocial behavior in her "shoplifting" episodes, either real or imagined, and aggression in the neighborhood. In other words, she was building for herself a reputation for unruliness and erratic behavior. Her behavior at the time of the study had not reached serious proportions, but she was definitely in the need of help from understanding adults. Interpretation must be given to the parents and an inordinate amount of acceptance must be demonstrated by the school personnel to compensate for the home situation if Donna is to be helped to the best adjustment in the environment in which she finds herself. It is important that Donna not be overlooked because her situation is not as serious as some of the others.

Thus with the simple techniques demonstrated here—techniques which may be used by any teacher—significant data were brought together and studied in their interrelationships, yielding a basis for recommendation of the next steps. In the absence of psychologically trained personnel who could assist in the interpretation to the parents, it might be necessary for the greater burden to be accepted by the school personnel in an attempt to work with Donna to gain insights into her own behavior and the situation with which she is struggling. Donna has already shown a certain faith in the guidance person as demonstrated in the interview in which she told about her home difficulties. This is probably the person who, by virtue of special training, can do

the most for Donna, but it is a job which will need the coöperation and understanding of the entire staff that comes in contact with her.

Thus far in this series of synthesized studies, we have considered the data available for a kindergarten boy, a fifth-grade girl, and a seventh-grade girl. The final study in this chapter is that of Ted, a sophomore boy who is failing academically although he has much better than average intelligence. He represents a vast number of pupils in our high schools. He has been selected also because there exists a continuous record of him from the time that he entered kindergarten. It is, therefore, possible to identify signs of trouble from his earliest school days and to follow through his school career until the sophomore year, demonstrating how those signs of trouble continued to plague him in succeeding years.

STUDY FOUR: TED—SOPHOMORE IN HIGH SCHOOL, AGED SIXTEEN YEARS

At the time that contact was made with Ted by the teacher making the study, he was a sophomore in high school and sixteen years of age. Ted was a handsome lad, meticulously dressed, but he had a very unhappy, sullen expression. He was failing Latin and mathematics—both studies needed for college entrance. He was being tutored in these subjects on a private basis in an attempt to bring his work to a passing level. In classes visited by the observer, Ted was indifferent to what went on around him, preoccupied with doodling, taking stock of what was in his pockets, looking out of the window, nervously fidgeting with a coin, and self-consciously glancing around. He seemed not to be a part of the class nor was he unaware of what was going on. There was no interaction between him and his classmates. In several observations, the only time he entered into the class was to protest answers to questions and grades he had been assigned. He

seldom had the right answer but would always argue his answers, seldom accepting the answer established by the teacher. He got by with this mode of attack much better in social studies and literature than he did in Latin and mathematics. In the latter subjects, by the very nature of the content, the answer was either right or wrong. His behavior only served to annoy the teacher. His most satisfying experience of the sophomore year was his leadership in the Dramatic Club; although not president he was definitely recognized by this group as a member to be looked to for leadership. This was the one group of his peers with whom he seemed to get along well and the one activity in which he co-operated and provided leadership. He seemed at ease and able to forget himself while he was working with this group. Consequently, his real abilities came to the fore.

There were records back to the kindergarten days which indicated an ability in dramatics and creative activities. These are given briefly:

KINDERGARTEN:

Ted has unusual ability in clay and drawing and is particularly interested in dramatics, rhythm, songs. He gains concessions from others with his ingenious ideas.

FIRST GRADE:

More than average in originality in composition, art, shop, and storytelling, mental alertness, and intellectual curiosity.

SECOND, THIRD, AND FOURTH GRADES:

In these next three grades the comments on Ted all stress the fact that he has good ability but fails to use it. The comments are entirely directed toward the negative factors in his relationships. He seems "immature in actions, asking unreasonable questions." Also he is "unable to take criticism and is unable to accept frustration constructively." There is no mention of his creative and dramatic abilities.

FIFTH GRADE:

In the fifth grade the teachers indicate that he has an active and alert mind with many interests. His written compositions give evidence of a rich imagination. "He gets a good deal of enjoyment out of written composition, particularly creative writing as he expresses himself with ease." The teachers add that his achievement is "outstanding except for difficult periods. His moods make such a difference to his attitude and his daily work."

SIXTH GRADE:

One teacher wrote the following, "Class play put him on his feet; very enthusiastic about it; worked hard and won leading part; taste of success was pleasant." The art teacher said, "Drawing of war pictures his special interest but he thinks he's too smart. He showed definite signs of responding to praise on picture painted for his mother on Mother's Day."

The above comments give an indication of Ted's interest in and satisfaction from creative and dramatic activities during his first seven years of school. Then there is a blank spot in the anecdotal records as he progresses through the seventh, eighth, and ninth grades. Either he had no opportunity for these activities in these grades, or the teachers did not consider them worthy of comment. The comments in this phase of his schooling seem to run to the negative aspects of his behavior. They indicate that he seems to be an average student despite his good intelligence quotient. He does consistently good work in English, social science, and science but grows progressively poorer in mathematics. He failed Latin. His greatest difficulty in the more exacting subjects lies in his failure to master the fundamental skills and processes. As one teacher put it, "He needs to make forms automatic so that they will be useful to him. He accepts mediocrity when he could achieve excellence." The main complaint of the teacher of physical education is that he "does not expend

enough energy." Thus we have a lad who is sensitive, creative, and much interested in reading but one who cannot discipline himself to do the more exacting tasks. It is also significant that the teachers find it noteworthy to record that he responds to success and praise.

In addition to his ability and interest in the creative and dramatics and his lack of effort as seen through the junior high school period, further anecdotes written by the teachers reveal other aspects of his behavior, highlighting his negativism and general unhappiness.

KINDERGARTEN:

Ted is negativistic and not always willing to do his share; he causes others to disobey and if not supervised he acts silly. He has an attitude of uncertainty and timidity in certain situations. There is a hesitancy to speak before a group.

FIRST GRADE:

In this grade there is no mention of problems.

SECOND GRADE:

He is apt to be distracted easily and seldom begins work on time. He seldom obeys rules of the group. He never keeps his desk in order; nor helps keep the room clean and neat, nor does he hang up his clothing. He is not careful of others' property. He is very mischievous but not in the open with it. He is often unkind to the other children and when confronted assumes innocence. I tried to have him feel a personal responsibility for helping but cooperation continues to fall short in situations when he can get by.

THIRD GRADE:

Ted has a strong will power and will stand back of his decisions at all costs. He does not cooperate and tries to get by with unkindness.

FOURTH GRADE:

In this grade it is emphasized that he does not accept frustration constructively nor accept just criticism willingly. He disturbs others and does not wait his turn. He does not assume his part in maintaining order. One of the teachers in this grade says, "He asks unreasonable questions and tries in many ways to attract attention to himself. He gives the impression of being a child who is the center of much attention outside of school and he cannot come to realize that he is not to play the role of entertainer in the classroom."

FIFTH GRADE:

One of Ted's teachers remarks that he "seems to be making a personality adjustment." His behavior disturbs no one but himself. Some of the traits of the previous year appear to be more marked. He tends to be self-satisfied and somewhat arrogant toward adults. He assumes a sullen attitude when crossed and refuses to work. "He is rarely his gay happy self and long since I have seen him smile." He is inclined to complain and be irritable. He learns with ease and at times is studious and ambitious. His achievement is outstanding except for difficult periods. In the second term, this same teacher says, "Ted seems happier and more industrious. Some of his critical manner is disappearing. He is more interested and less self-centered. Perhaps his nervousness, irritation, and air of superiority are due to emotional disturbances. His moods make such a difference to his daily work."

ARITHMETIC TEACHER:

"He has a blunt, rather forbidding manner in meeting and talking with people. The children do not dislike him but he doesn't have intimate friends. He doesn't seem to enjoy a bit of teasing and joking. He wanders around alone at noon and eats lunch alone. He does not enjoy outdoor activity but prefers staying indoors and reading. It may be he is a bit conceited and prefers his own company." In the second term, this teacher says, "He becomes self-satisfied at times. He is usually cooperative but occasionally rather bluntly and rudely dis-

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claims any interest in a particular assignment if it is one that requires extra thinking and initiative on his part. He has made splendid progress in arithmetic in the last two months and is working with much greater speed and accuracy."

SIXTH GRADE:

One teacher says, "He does not see the necessity of correcting his work. In checking on his work, he shows a tendency to get by that may cause him trouble later unless he curbs it. His chief virtue is speed. He is always through first but is all wrong and must do it over again. He has a superior attitude. His work is disappointing because he has no standards. To get through with a task and then to his reading seems to be his one aim."

ANOTHER TEACHER:

"He is a very inaccurate worker who hurries through his tasks. He probably does as well as he can." In the second term this teacher gives another evaluation. "Marked improvement in attitude and achievement. He did not work up to his ability before because he hurried, did not take kindly to criticism and very grudgingly rewrote papers. He has gradually come to take pride in praise of a good first effort."

PHYSICAL EDUCATION TEACHER:

"He is slightly lazy. Below average in intellectual characteristics."

ART TEACHER:

"Below average in social adjustment. Rather lazy. Thinks he's too smart."

As indicated above much the same kind of behavior persists through the junior high years. In the above evaluations we find that Ted is a boy who is negative at times in his reactions to adults and his peers. He is sensitive to criticism but thrives on praise. He fails to work to his level of ability and gives the impression of one who feels superior. He spends much time alone; seemingly he prefers it that way. He is moody and his moods

have much to do with his academic output. He is the kind of child who taxes the patience of adults.

It may readily be seen that some of the same difficult behaviors persist into the tenth grade where his various teachers make the following evaluations of him:

ENGLISH TEACHER:

"He lags behind in reports; fails to make up tests; poor in understanding of grammar. The rest of his work is good." (C) ¹

¹ The letters in parentheses refer to the grades given him in the courses.

MATHEMATICS TEACHER:

"Poor in mathematical relationships, organization, and retention, solution of verbal problems, equations and original problems; poor in participation; very poor in application to new situations." No behavior comments were made. (D)

HISTORY TEACHER:

Rating of excellent and good with the exception of participation which was rated fair. (A)

SHOPWORK TEACHER:

Neglected to do reports; poor in promptness and rate of accomplishment.

LATIN TEACHER:

(Incomplete) Note after a grade of sixty on a test and an incomplete in the term's work: "Perhaps I am wrong but I always feel that this is not Ted's best work." He is poor in application, extent of vocabulary, persistency and participation."

There seems to be the persistence of the same inability to conform to assignments with the change from rapidly finishing with little care to not doing the assignments at all or getting them in late. His problems through the grades are showing up in his high

¹ The letters in parentheses refer to the grades given him in the courses.

school work with a lack of knowledge of the fundamentals and poor work habits. This, then, is the picture of Ted, the student, as he progressed through the grades and arrived at the tenth-grade level, seemingly with ability which has not been developed because of problems in the emotional and social area. He has been introduced to you through the comments of his teachers from kindergarten through the tenth grade.

The school records yielded the following information concerning Ted's measured intelligence and achievement at intervals in his school career:

<i>Intelligence Testing</i>			
Test Given	C.A.	M.A.	I.Q.
Individual Stanford-Binet	6.9	8.4	124
Individual Stanford-Binet	9.1	11.5	141
Otis (group test)	10.1	13.5	133
Kuhlman-Anderson (Group)	13.5	15.8	116
<i>Achievement Testing</i>			
	C.A.	E.A.	
Stanford Achievement	9.0	11.0	
Stanford Achievement	10.0	13.5	
Metropolitan Adv. A.	13.0	14.9	

Several conclusions may be drawn from these testing results: (1) Ted has very good measured intelligence which should mean that he could achieve above average in his schoolwork, all other things being equal. (2) He shows inconsistent results from the intelligence testing with the highest I.Q. achieved at the age of nine when he was given an individual Stanford-Binet test by an experienced tester. This score may be interpreted more fully with the comments of the tester who said, "Ted was friendly and cooperative, worked thoughtfully, seemed somewhat 'inarticulate' especially on vocabulary tests. Inclined to hesitate and say, 'I don't know' to things he could answer when urged and encouraged. He was quiet and serious and gave a very thoughtful performance, especially when he reached the higher levels. He appears to have a slow reaction time. His ultimate failure partly

due to time element." (3) Ted's performance on the intelligence tests shows a definite downward trend after the individual test score when he was nine years old. The I.Q. of 141 at that age might be interpreted as spuriously high, resulting from encouragement given in the individual testing situation. On the other hand, that I.Q. may be nearer his true intelligence as he seems to be a child who is hesitant and needs encouragement to bring out his potential. This characteristic is noted in the comments by teachers. (4) A fourth conclusion, which may be drawn despite his social and emotional problems, his failure to grasp the fundamental skills in mathematics, and his carelessness, is that his achievement holds consistently above the normally expected achievement.

There are two phases of Ted's history that must be reviewed if Ted is to be understood more fully; namely, his home and family history and his physical growth history. These two phases of his development shed much light on the basis for Ted's problems. As was previously indicated Ted is the oldest of three children, having a brother four years younger and a sister six years younger than he. His father is a very successful jeweler, a great reader of good nonfiction, and a sports enthusiast. Both mother and father started college but did not go beyond the second year. His mother has many club and community activities which she found it possible to carry on because the family employed a nurse and a maid. Ted was turned over to the care of the nurse and the maid in his earliest years while his mother was occupied with other things. When the younger boy was born and Ted had been sent to a private nursery school, she spent much more time at home. Ted showed resentment of this situation in his autobiography written when he was in the seventh grade. He spoke of his younger brother's first appearance in the home in the following manner: "The sight in my memory reminds me of a helpless turtle on its back, if this reference to my brother is not too strong." Again he mentions his contracting whooping cough,

saying, "I had been coughing for days but nobody noticed it until my brother coughed, and then we had a doctor over right away." He later blamed his brother and sister for getting him into quarantine, thus causing his only absences from school.

Ted indicates a great dependence on his grandmother in his statement, "Whenever in trouble, needed consolation or wanted something nobody else would give me, I always ran to my grandmother, repeating her name many times as the urgency of the case happened to be." One of his most vivid recollections of nursery school days was that he "spilled his milk and they *didn't even care*." He added that "this must have made my mother feel as if she horsewhipped me every day." There was a real struggle connected with the eating problem as he was sent to nursery school, according to the mother's interview, with the chief objective of establishing proper eating habits. Ted says in his autobiography that "one of my peculiarities was that if I didn't like the food, I immediately got rid of it."

The younger brother was described by the school personnel as an extrovert who met the father's requirements in his active interest in sports. His father could not understand Ted's complete lack of interest in sports and his withdrawal into reading, while his mother felt that he was not developing normally in his heterosexual interests. She was most anxious about his poor achievement in Latin and mathematics. In other words, neither his mother nor his father accepted him as he was, and the younger brother was a source of threat to him.

The study of the growth pattern of Ted yields other significant information. Ted was slightly above the normal child in height and weight consistently, but the important thing is that Ted entered the preadolescent growth spurt at approximately the age of nine, which means that he is practically two years in advance of the normal age for this growth spurt to occur. Therefore, his interests when he is in the fifth and sixth grades are in advance of the

interests of his classmates, and consequently teachers who are accustomed to dealing with the problems of the child in middle and late childhood are baffled by his withdrawal from the more childish pursuits, dismissing the matter with the comment that "he seems to prefer his own company." Many times the early maturing child experiences this kind of difficulty as the teachers of the middle grades are oriented to child development but not always aware of the marked changes in the preadolescent and early adolescent years. Thus they are not in a position to understand the characteristics of this period of development and erroneously judge the child's behavior in light of behavior they think of as normal for the children of that grade.

As we synthesize the data presented for this student, we find the following significant factors in each area of development:

Physical

Height and weight slightly above average

Early maturing as indicated by early preadolescent growth spurt

No interest in physical activities; failed to put forth energy so appeared "lazy" to some teachers

Feeding problem as a young child

Good personal appearance

Social

Inclined to be unkind to peers in early years

Uncoöperative and negativistic

Not interested in activities of or associations with his peers

during intermediate grades; thus believed to "prefer his own company" and arrogant

Not interested in heterosexual social activities in high school

Seemed indifferent to his peers except in Dramatic Club in which he was a leader

Tended to withdraw into books and reading

Intellectual

Superior or very superior intelligence

Superior measured achievement on standardized tests—two years advanced

Actual school achievement ranged from superior to fail-

Intellectual (Cont.)

ing; inconsistent achievement
depending on moods
Good creative and dramatic
ability
Lacks preciseness in exact sub-
jects

Emotional

Insecure as evidenced by his
"hesitancy to express himself"

in early years and by his ag-
gressive arguing in later grades
Feelings of hostility toward
brother
Not sure of parents' attitudes
toward him
Easily frustrated
Resentful of criticism
Sensitive and overly dependent
on success and praise as
motivation

Probably the two most important and basic causes of Ted's problems in school were his feeling of insecurity in his family and his early maturing pattern which seemed not to be understood by his teachers. His response to praise and the effect of success on his achievement in the creative and dramatic endeavors were keys to treatment of this boy in school. Ted is an oversensitive boy who resents criticism and is much aware of the dissatisfaction felt by the important adults in his life as indicated in the comments by the teachers and the anxiety of the mother who attempted in any way to have him pass Latin and algebra. In both home and school there is a necessity to accept him as he *is* rather than attempting to make him conform to a pattern of what he *should be* as ordained by some criteria arbitrarily set up as "norms" of behavior for developing boys.

SUMMARY

In this chapter have been presented data available for Joe, the kindergarten boy; Susan, the fifth-grade girl; Donna, the seventh-grade girl; and Ted, the sophomore in high school. All four of these pupils have problems of a more or less serious nature; all need special understanding at home and at school if they are to achieve in accordance with their potential abilities. There is a

great difference in the amount and kind of information available for each of these four pupils which dictated a different kind of presentation, but all of these studies lend themselves to the final outline of characteristics in each of the four areas of development so that the interrelationships may be seen at a glance. It has been shown that it is necessary to submit all of the mass of impressions, test data, information about family life, and statements by the pupil himself to a careful synthesis before general conclusions may be drawn and recommendations made. It is necessary to deduce basic causes of difficulty rather than to treat the obvious behavioral symptoms. In all of these studies further information would have been desirable. School personnel dealing with actual cases of this kind would need further interviews with parents and the pupil. It would be necessary to hold case conferences of all personnel concerned in each instance to obtain further insight into the meaning of the data for the treatment of this particular child. Further testing is indicated in most instances, and it would be most advisable, if it were within the limits of the situation, to employ specialized personnel for the purposes of projective testing and therapy. But most important would be that each member of the school staff understand as fully as possible the implications of the data for each individual child and that the members of the staff interact with that child in light of the fullest understanding possible. Each of these children—with fuller understanding on the part of the adults in his life—could be directed to a much more effective pattern of behavior which would lead to a much happier life for him.

CHAPTER VI

What Cautions Should Be Exercised by Teachers as They Study Individual Pupils?

The preceding chapters have been based on the acceptance of the fact that teachers today must assume the responsibility of studying individual pupils and planning programs for them in light of the evidence and with the help of all available personnel. Today it is recognized by professional people of other disciplines that the teacher is the one who has the constant contact with a small enough group of children to identify those children in need of help. It is also recognized that the day-by-day contact in the classroom as teacher and pupil are engaged in the serious business of teaching and learning is a much more natural and non-threatening setting for the study of children to take place; in fact the study of children is an integral part of the teaching-learning process. It is further recognized that there are not enough highly trained specialized personnel to meet the needs of a rehabilitation program for any but the most seriously disturbed, which means that the emphasis must be placed on the preventive aspects. In this decade of the 1950's, representative people from the various disciplines are admitting that the greatest hope for the many thousands of less seriously disturbed children lies in the teachers' understanding of principles of mental health and in

their willingness to assume the responsibility for applying them in the classroom.

In order to substantiate the above statements, the author quotes from three recent works of professional people in allied fields—quotations which either state explicitly or imply the limitations and cautions to be observed by the less trained person.

Charlotte Buhler, an assistant clinical professor of psychiatry, in her book, *Childhood Problems and the Teacher*, written in coöperation with school personnel, states:

To a certain extent, education is applied psychology. Its objectives, however, reach beyond psychology into the realm of human values, ethics, and cultural traditions. *The educator transmits to the next generation the culture of his time and of his country.* In doing so, he deals with the human mind and the human personality. His interpretation of the knowledge, skills, and values that he transmits, as well as his understanding of children's personalities and his methods of working with them, are problems of psychology.

Yet the teacher is not a psychologist. She is not trained or expected to direct her major attention to the interpretation of children's personalities. Just how much psychology ought she to know and to apply? . . .

The teacher must know enough about children's motivations to understand their needs, to know their interests, and to judge their maturity. She must be able to discover some of the unique characteristics of each child's learning abilities. She must be informed about the child's expression of needs and frustrations to evaluate psychologically children's misbehavior and to recognize unobtrusive and concealed emotional disturbance.

She must, finally, be able to deal with problems on the "behavior level" in using psychologically accepted techniques and to refer to specialists for deeper "levels" of treatment.¹

Later in her work the author says of remedial teachers:

¹ Charlotte Buhler, et al., *Childhood Problems and the Teacher*, New York, Henry Holt & Co., Inc., 1952, pp. 1-2.

The purpose of remedial work is to teach the child to read (or spell or do arithmetic). Many children, however, have intense negative attitudes toward school work and toward themselves. The teacher must find ways to encourage them and release some of their resentment before her teaching can take effect. She must resort to psychological techniques similar to those used by the expert classroom teacher and to some extent to those used by the clinical psychologist.²

Arthur Jersild, a psychologist, clarifies the responsibility of the teacher and places definite limitations on his relations with pupils as he discharges these responsibilities in his book, *In Search of Self*.

All the teacher's relationships with his pupils are charged with psychological meaning.

This does not mean that the teacher, by virtue of the work he is doing, should take on the role now occupied by the professionally trained psychologist or that the teacher should pretend to assume the functions of a psychiatrist. The psychiatrist is the person in our society who has the training and the responsibility to work with the most serious behavior disorders and the most acute forms of mental disease. He also works with milder disorders. The teacher, too, must deal with the severely disturbed children who happen to be in his class. He must work with them as best he can, but he cannot ethically or legally take it upon himself to "treat" such disorders as though he were a psychologically trained physician.

We are not proposing that teachers should try to take on or pretend that they might take on the role of a psychiatrist or highly trained psychological counselor. We do not want teachers to assume a role that is entirely new or different. We are simply saying that the teacher should try to function to the best advantage in the psychological role which he already occupies. As a teacher he already is in a position to have a profound psychological influence on his pupils, for better or for worse.

Every teacher is in his own way a psychologist. Everything he

² *Ibid.*, p. 266.

does, says, or teaches has or could have a psychological impact. What he offers helps children to discover their resources and their limitations. He is the central figure in countless situations which can help the learner to realize and accept himself or which may bring humiliation, shame, rejection, and self-disparagement.

What we are urging is that if all teachers could gain a clearer conception of what this psychological function is and what it might be, and if we could discover the kind of selection, training, and experience which might bring it to its fullest development, the result would be a happy one for all mankind.³

One further statement excerpted from the editor's foreword of *Mental Hygiene in Teaching*, by Fritz Redl and William Wattenberg, expresses the point of view of the psychiatric social worker concerning the responsibility of the school personnel:

In the end, mental health practices must be woven into the fabric of common life. Such practices can no more be left to the experts than, say, diet can. We need a science of mental hygiene, just as we need a science of dietetics. And we need good mental health practices in our homes, just as we need good meals there.

The schools reach directly into our homes—all of our homes where there are young children. Hence a message of mental health carried through the schools has a maximum chance of reaching those who can best profit from it.⁴

These specialists, then, have charged teachers to learn their particular role in assisting children to a more effective way of interacting with their environment. This, however, must be done within the limits of the education of the teacher. If teachers are to meet the challenge of the psychological task of studying children without harm to children and parents, it is necessary that they bear in mind constantly the elementary rules of working with

³ Arthur T. Jersild, *In Search of Self*, New York, Bureau of Publications, Teachers College, Columbia University, 1952, pp. 124-125.

⁴ Fritz Redl and William Wattenberg, *Mental Hygiene in Teaching*, New York, Harcourt, Brace & Company, 1951, p. vii.

psychological problems. It is the purpose of the remainder of this chapter to set forth the cautions which should be observed in the process of studying pupils in the classroom.

MOTIVATION FOR MAKING STUDY

First and foremost *the motivation for making the study must be for the express purpose of helping the pupil by honestly seeking answers to the reasons for his behavior.* Sometimes a case study is confused with preparing a dossier to prove a case against a child or to substantiate a hypothesis held by the teacher in order to bring disciplinary action or to remove an annoying child from the classroom. This attitude immediately negates the values of the case study, as a person with this end in mind cannot see the child impartially nor can he report all types of behaviors—favorable and unfavorable—in balance. A teacher attacking the problem from that point of view is prone to overemphasize one type of behavior, being blinded to the total behavior pattern of the child. Along with impartial sampling and reporting of behavior should be the caution to record the behavior as soon as possible after it is observed. With the many things that a teacher has on his mind in the course of a day it is most difficult to remember the exact happening. Sometimes memory is faulty and if there is any bias—conscious or unconscious—in the teacher's attitude toward the child, the incident may be recorded in a more dramatic form than it actually happened. It is difficult for the author to think in terms of timed sampling of behavior when the teacher has twenty-nine or thirty-nine other children for whom he is responsible, so it is necessary for the teacher to discipline himself to obtain as unbiased a report of the pupil's behavior as possible. It seems practicable for the teacher to keep a pad of paper on which he can record behaviors at intervals. Sometimes it is a good thing in the beginning of the term to keep a loose-leaf notebook and jot down anecdotes or comments on the whole

class for a period of three weeks as he remembers them when he has an opportunity to write them down. He will find that for some children there will be no comments and for others only negatives. This may sharpen and guide his observations to the more passive kinds of behavior and the more positive ones for those for whom there is an undue amount of negative reaction. The main skill to strive for is the training of observation to include the total picture of behavior.

COLLECTION OF DATA

Probably the second caution which should be spelled out is that *collection of data, whenever possible, should be effected as unobtrusively as possible and as a routine part of the regular classwork for all children or as a routine part of the teacher's guidance program.* This obviates the possibility of a child's feeling singled out for attention and observation with possible undesirable effects and the arousing of parents' suspicions that their children are being especially watched. The sociogram may be derived from a normal democratic process of having children make choices of other children with whom they would like to serve on committees, with whom they would like to undertake a unit project, with whom they would like to sit on the bus as they go on a field trip, or with whom they would like to play on a team. A sociogram so derived with the elimination of the negative questions will not create disturbance in the class or cause children to question others as to their choices. It is most evident that those who are not chosen for the regular classroom activities are left out even though the others may not have an active dislike for them. There may be just as real a feeling of rejection on the part of the child who is left out of the choices as there would be if he were actually rejected or voted against by the group. Much information about the feelings that a child has may be ascertained through the regular creative writing activities expected of all. Tests of personal and social adjustment,

problem inventories, interest inventories, intelligence tests and the like should be given to all as a part of the guidance program. Observation on the part of the teacher while the pupils are engaged in coöperative enterprises constitutes the most accurate index of how the child gets along with others. Observation of the child's level of frustration and the kinds of situations which cause frustration can be made in the daily tasks. Parent interviews, it would be hoped, could be held for parents of all the children—not just for those in trouble as this sometimes arouses the animosity of parents and children. All of the above presupposes a flexibility in classroom procedures and some provision for time release for teachers to hold parent interviews. It is not possible to gather information unobtrusively in a teacher-dominated class as too much of the teacher's time and attention are consumed with teacher-directed activities. Neither is it fair to expect a teacher to use his free time constantly at the end of a busy day for home visitation or parent interview in the school. When the study of children is accepted as a regular part of the teacher's job, provisions are made for time for the teacher to carry out that part of his work. Again it goes back to the conviction on the part of both teachers and administrators that this is an important part of the teaching-learning process.

USE OF INFORMATION

A third caution is that *all information about a child and his family should be regarded as confidential and for use in a professional sense only*. It has always been common among teachers to swap stories about children in the teachers' lounge and in cafeterias. This practice needs definitely to be limited to those incidents which are not of a confidential nature—or better still, conversation should come out of school interests in their informal moments. When it is discovered that information given in confidence has become generally known, the rapport with the child or

the parent is completely lost, and only harm has been done by the teacher's having obtained information. The whole public relations program of the school may be damaged beyond estimate with one incident of this nature. One never can tell when information may get back to the one who gave it in confidence, so it is important that teachers reserve any discussion of such information to strictly professional sessions of a limited personnel; in fact, there are certain things known about children and their families which need not be known by anyone but the especially trained personnel. Deans and guidance directors generally have confidential files in which are kept data which it is important to know but which may be interpreted in a general way to those who are working with the child. If a teacher uncovers such information through direct contact with the parent or child, that information should be regarded in the same strictly confidential manner and reported only to his superiors responsible for the best program for the child. Probably the observance of this caution will do more than anything else to convince specialized professional personnel that teachers are capable of assuming the responsibility placed upon them and will facilitate the flow of information to them.

MEANS OF OBTAINING INFORMATION

A fourth caution concerns the obtaining of information from parents and children. *There must not be any attempt to pry or probe for information.* Not only will rapport be lost, which may eliminate any further communication, but actual ill-will may be engendered, and it will seem to the community that the teacher is exceeding his authority. In most instances, listening to the child or parent will reveal the things that are important to know. In fact, some of the things that a person tries to dig for are not the ones that are significant in the case, whereas some of those things that will be told, one would never think to ask about. It is always possible to ask questions to clarify when the parent or child has

related important facts. Questions such as: How do you account for that? Why do you suppose he feels that way? Why do you suppose he did that or reacted in that way? What do you mean by such and such? Has he done this sort of thing before? Is this a new development in his behavior? The kinds of questions that will give more clarified information are good as long as the questioner does not seem too eager to get information and does not interrupt the flow of the story. There cannot be too direct an approach to either parents or children if one wishes to get the best results, for it seems to the person being interviewed that the interviewer has a motive in seeking information. It is better to lose some information for the sake of preserving rapport.

The fifth caution may be considered as a corollary of the fourth and concerns the situation in which the person being interviewed is so glad to have a sympathetic listener that he tells all and it seems impossible to cut off the flow of conversation. *It is always better when a parent or child gets into a discussion of very intimate family relationships to interrupt by asking whether he is sure that he wants to tell this.* It may be necessary for the interviewer to dismiss himself on the basis of a prior appointment rather than to listen to things about which the person may have guilt feelings later. This is another instance in which the teacher must have a very mature understanding of the nature of the release that he has set up in the person being interviewed. It may be that the teacher would say to the parent or child, "Wouldn't you like to talk that over with Mr. X (the guidance person, school psychologist, visiting teacher, school social worker) or Mr. Y (the principal)?" If he does not wish to follow through with an interview with a superior or more highly trained person, it may be that it is just as well that the teacher has cut him off. At the same time there has been revealed to the teacher an area that has emotional significance in the child's total life pattern, and it gives him further awareness of the basis of the child's problem.

ATTITUDE OF INTERVIEWER

A sixth caution is one which again concerns the relationship of the teacher with the interviewed parent or child and one which professional people, no matter how well trained, have trouble with at times. *It is necessary for the person doing the interviewing to react to information given by the interviewee with extreme objectivity. Any expression of shock or lack of acceptance or condemnation on the part of the interviewer may cut off the giving of further information.* It is natural for a teacher who has been nurtured in a moralistic middle-class society to be affected by the behavior or manner of speech of some of the children and parents with whom he works. They conflict with the teacher's stereotyped idea of how children or adults should behave. However, if the teacher keeps in mind constantly that his purpose is to learn the background of the child and the factors influencing his everyday behavior and not to correct and disapprove actions, he may better perform with practice the delicate job of interviewing. He must constantly be alert to the reactions of the person being interviewed to ascertain whether he is facilitating the gaining of information or inhibiting it through his mode of conducting the interview and through his own reactions. This probably is one of the most difficult aspects of gathering information on the part of the teacher, inexperienced in this role, as it may seem inconsistent with his role as a teacher. The forming of an attitude of acceptance of the individual under all circumstances, even though the behavior of the individual is not to be condoned, is the very heart of the relationship which must exist between the teacher and pupil or teacher and parent—not only in gathering information about the individual but in all relations with him. The very first orientation of the new teacher should emphasize this vital attitude, and probably more than any other objective the development of the attitude of acceptance must be stressed in the in-service education of teachers, as the training of teachers before the mental health

movement did not include this orientation. In every course in teacher preparation, whether it deals with developmental psychology, the psychology of learning, methods, guidance, curriculum, or evaluation, this principle must be emphasized in context for it permeates every activity of the teacher. Probably there is no more basic way of securing the coöperation of an individual—whatever the purpose—than by accepting him emotionally. It is the essence of a warm, relaxed atmosphere in the classroom. However, it is one of the most difficult competencies to acquire as it is emotionally based in our real being to react according to those principles by which we have always lived. To gain a true emotional acceptance of others demands an analysis of our own prejudices and an examination of ourselves in terms of those areas of behavior which we find totally unacceptable in others. This has never been an easy task for anyone and requires a genuine understanding of the importance of submitting ourselves to this difficult and sometimes painful task. There is no doubt, however, that the one characteristic that more often than any other distinguishes the great teacher from the good teachers is the ability to see that people behave as they do because of their total life experience and that there is, in many instances, a vast difference in the life experience of the teacher and the parent or pupil. The recognition of this fact is basic to the emotional acceptance of others.

TEACHER-PUPIL RELATION

A seventh caution which is imperative is that *all people inexperienced in psychological tasks should guard against too great a dependence on the teacher being built up by the individual who is receiving understanding*. It is normal for an individual who has felt rejected because of behavior which has caused him unhappiness and about which he has been able to do nothing to welcome a feeling of being accepted. Sometimes just the small amount of attention given to the subject in order to obtain information will

be built up by him out of all proportion. When a male university student was doing a study of a seventeen-year-old girl, an example of this occurred. The girl was not an attractive girl and had a very bad eye deficiency. She was not accepted socially by her peers and felt completely left out of their adolescent activities. She made up romantic stories about this university man who "had fallen in love with her and visited her at her home." It took the combined action of the principal of the school and the university authorities to satisfy the parents that there was absolutely no truth in the stories. The student was nonplused for he had followed all the regulations set up by the course. It was an opportunity for him to learn under supervision that this thing could happen in a professional relationship with a girl deprived of normal developmental opportunities because of her handicap and self-concept. A teacher in a regular classroom could experience the same kind of difficulty if he were not sensitive to the signs of emotional attachment being built up. It requires much understanding and real skill to avoid this kind of thing, but it is much more difficult to handle the situation without damaging the pupil once such identification has taken place. However, teachers must have the maturity and skill to go ahead with their study of individuals, guarding against the development of such emotional attachments, for it is this kind of pupil who needs understanding and help.

INTERPRETATION OF DATA

One final caution has been referred to constantly throughout the previous discussions but will bear further emphasis in this summary. *The person making case studies for the first time must be very careful not to overread data and draw conclusions beyond the actual data at hand.* All developmental aspects of the individual's behavior need to be taken into consideration as well as factors that are having a temporary effect on his adjustment. In

other words, all facts must be interpreted in light of the full data, and conclusions must remain tentative, pending the gathering of further information. It must always be believed that there are facts that are unknown and, therefore, judgments must always be tentative. As has been stated previously, tentative conclusions must be drawn in the process so that some action can be taken to facilitate the pupil's attempt to live a more effective life. But there must be constant restudy of the situation to make sure that the correct conclusions and appropriate recommendations have been made.

As teachers undertake this most important but most delicate task of learning about their pupils with the intent of helping them to more effective patterns of behavior, it is necessary for them to keep constantly before them these cautions. It is not an easy task, especially with all of the other things that a teacher is expected to do, but it is the process which will bring true professional satisfaction for the teacher. Now that teachers have been entrusted with this function as a recognized part of their job, it is important that they attack the fulfillment of this responsibility with scientific knowledge of the appropriate approach. They must constantly observe the limitations placed upon them by their imperfect understanding of these complex psychological processes and must constantly be assisted through in-service education toward a more perfect understanding to the end that they may assist more children. This will be discussed in the succeeding chapter which concerns itself with the implications for pre-service and in-service education.

SUMMARY

In summary, the cautions to teachers making case studies as set forth in this chapter are:

1. The motivation for making the study must be for the express purpose of helping the pupil by honestly seeking answers to the

reasons for his behavior. This entails impartial sampling of behavior and accurate recording.

2. Collection of data, whenever possible, should be effected as unobtrusively as possible and as a routine part of the regular class-work for all children or as a routine part of the teacher's guidance program.
3. All information about a child and his family must be regarded as confidential and for use in a professional sense only.
4. There must be no attempt to pry or probe for information.
5. It is always better when a parent or child gets into a discussion of very intimate family relationships to interrupt by asking whether he is sure that he wants to tell this.
6. It is necessary for the person doing the interviewing to react to information given by the interviewee with extreme objectivity. Any expression of shock or lack of acceptance or condemnation on the part of the interviewer may cut off the giving of further information.
7. All people inexperienced in psychological tasks must guard against too great a dependence on the teacher being built up by the individual who is receiving understanding.
8. The person making a case study for the first time must be very careful not to overread data and draw conclusions beyond the actual data at hand.

It seems fitting to close this chapter with a quotation from Dorothy Baruch, a consulting psychologist in Beverly Hills, California, as it confirms the tremendous responsibility that school personnel must accept despite the cautions which must be observed.

He [the child] comes to school needing mightily to gain a feeling that, in spite of all his unfulfilled wishes, pent-up hostilities, unvoiced fears, he is still worthy and worthwhile, "good," not "bad"; and to know that someone will accept him as he is and, at the same time, will protect him and keep him safe.

He comes to school, also, with day-by-day conflicts that occur in the

best of families; and often with more intolerable problems in families where more intense difficulties exist. No child comes to school without having suffered some disappointments and hurts. *No child is without anger in him.* If he were, he would be grossly abnormal.

Do what we may, we cannot eliminate problems for him. Of necessity he brings with him fears and angers and unsolved wishes. *Our problem is to help him learn how to handle the feelings that exist* so that they do not get in the way of his further development. *If we wait for them to be over with, they often go under instead.*

They interfere with his healthy drive for achievement, for social expansion of his needs to belong; they then stand in the way of his finding in life the fulfillment he might have found. They keep him from being the kind of person who is richly able to contribute to others from within a self that feels courageous, worthwhile, and secure.

And so we ask, in what directions can the teacher move to help the child gain what is needed, before more years have passed to obscure the basic, early conflicts that are there? ⁵

⁵ Nelson B. Henry (ed.), "Mental Health in Modern Education," *Fifty-Fourth Yearbook of the National Society for the Study of Education*, Part II, Chicago, The University of Chicago Press, 1955, p. 162.

CHAPTER VII

What Are the Implications of the Individual Point of View for Pre-Service and In-Service Education of Teachers?

In the opening chapter of this book, the case was made for the need to study pupils as individuals if schools are to meet the primary objective of education today in this country: to assist pupils to a happier, more satisfying life. It was also affirmed that schools must make it possible and feasible for teachers to make individual studies of pupils; they cannot afford to do otherwise. Attention was given to some of the more common factors that indicate a need for studying individual pupils, stressing that a complex of these factors appeared in the history of most pupils in need of study. There followed a discussion of the procedures and techniques that are feasible and practical for classroom teachers to use in assembling data for individuals and a demonstration of the method of synthesizing and interpreting data once they are gathered. These chapters were profusely illustrated with examples from actual classroom situations. Then there followed a chapter setting forth the cautions which must be observed as teachers study individual pupils. These had been implied throughout the book, but it was deemed important to bring them together in one chapter and to outline them, for, to the degree that teachers observe these cautions, they can successfully avoid disturbing

situations with parents and pupils, and they will be given encouragement and support by personnel who are especially trained in using these methods and techniques. It remains now to set forth the implications of the individual study point of view for the pre-service and in-service education of teachers.

The implications are the same for both the pre-service and in-service teachers, for certain competencies are essential for understanding individual pupils at both levels. At the pre-service level, certain attitudes, understandings, knowledges, abilities, and appreciations basic to this function may be introduced to the student. He may have an opportunity in laboratory or practice situations to test out theory being taught, but it remains for him to test his conviction that this is a significant activity when he has the responsibility for helping children in an actual classroom with the many other pressures of his job. For, as has been pointed out, the conviction that the study of individual pupils is necessary is the point of view essential if time is to be found for this activity as a continuing part of the individual teacher's program. At both levels of professional education are found students at different stages of readiness for undertaking the individual study of pupils. Regardless of whether the students are sophomores or juniors in college or teachers of long experience in the schools, there are different degrees of sensitivity to the problems of others, of understanding of the total social setting from which the problems arise, of appreciation of what a person can do to help others, and of ability to obtain information naturally through good rapport. Probably the most basic quality in which there is a great difference is the ability to accept others emotionally—some people have such an ability naturally, and others have to work to attain it. Some have much to unlearn because of conflicting philosophies and concepts that they have been taught previously, and some must learn much more about themselves before they can understand and help others. All students have to understand that they cannot

interpret the behavior of others in terms of their own social and ethical orientations but must interpret the behavior of an individual in terms of the individual's own set of life circumstances and experiences.

First, it is necessary to set forth competencies required of a person who is successful in studying individual pupils. These will be formulated in terms of the behaviors descriptive of those who are effective in case study techniques. By expressing the competencies in terms of behaviors, the objectives for both pre-service and in-service teacher education are outlined and may be used as a basis for developing the professional curriculum. There follows, then, the rather detailed list of objectives outlined under the categories: knowledges, abilities, attitudes, understandings, and appreciations. It should be pointed out that this is an ideal list; few attain all of these competencies to the fullest degree, and most of us must strive to attain them throughout our professional careers.

COMPETENCIES

The person who is most effective in studying individual pupils has *knowledge* of

1. The normal growth and development of pupils as physical, social, emotional, and intellectual beings.
2. The interrelatedness of each of these phases of development.
3. The needs and developmental tasks of pupils.
4. The interests of pupils.
5. The genesis of attitudes and controlling life values of individuals.
6. The methods of adjustment employed by developing individuals.
7. The principles of learning.
8. Mental hygiene concepts.
9. A variety of methods and techniques for evaluating physical, social, emotional, and intellectual status of individuals, with special stress on the interview technique.

10. The case study method.
11. The psychology of exceptional children.
12. The behaviors that indicate need for referral for professional help.
13. The resources to which he may resort for help, including administrative, health, social service, and psychological personnel attached to the school system and other agencies in the community.
14. Statistical concepts necessary for reading professional literature, treating data, and interpreting those data.
15. Society with its class structure in which these pupils are developing.

The person who is most effective in studying individual pupils has the *ability* to

1. Identify pupils needing special help and study.
2. Listen intelligently when pupils and parents attempt to communicate their concerns.
3. Establish rapport with an individual pupil and his parents.
4. Locate and gather data for individual pupils.
5. Interpret cumulative records of pupils.
6. Analyze the data to discover what further data are needed.
7. Consult other professional personnel and references for further information.
8. Observe and record behavior in the classroom and playground scientifically.
9. Synthesize data.
10. Apply his knowledge of psychological principles to the interpretation of individual behavior.
11. Identify problem areas for further study or referral.
12. Interpret the behavior of a pupil in terms of the total situation and the pupil's background of experience.
13. Formulate recommendations for pupils from given data without going beyond those data.
14. Identify social structure within a classroom.

15. Assist specialized professional personnel in remedial and rehabilitation measures for individual pupils.
16. Examine his own feelings about the pupil being studied.

The person who is most effective in studying individual pupils has an *attitude* of

1. Sensitivity to the problems of the individual pupil as he (the pupil) sees them.
2. Objectivity and scientific analysis in studying problems of the individual pupil.
3. Responsibility for having the facts about individual pupils so he does not intensify problems in the classroom.
4. Professional curiosity to seek out still further information about the individual pupil—always seeking causes of behavior.
5. Suspended judgment in drawing conclusions about pupils.
6. Tentativeness in making judgments, always subject to change in light of new data.
7. Tolerance of the behaviors which may be outside of his own moral code—not condoning behaviors but still accepting the individual.
8. Flexibility in interpretation of behavior.
9. Acceptance of parents as people who want to do their best for their children.
10. Confidential regard for all personal data.

The person who is most effective in studying individual pupils *understands*

1. The necessity for treating causes rather than symptoms.
2. The effects of differences in life experience of pupils and teachers.
3. The societal and class pressures affecting individual behavior.
4. His own biases which might affect his judgments of individual pupils.
5. The importance of success and failure and belonging and rejection in determining behavior.

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6. The role of self-concept in adjustment.
7. The importance in his adjustment of the pupil's attitude toward authority.
8. The needs of children who are "different"—exceptions to the mythical average.
9. The hierarchy of behavioral symptoms from the less serious to the more serious.
10. The importance of the case conference technique for pooling information about an individual pupil and for formulating a consistent plan of help for him.
11. The proper interpretation of data in light of all the available data for the individual pupil—particularly in regard to the I.Q. test score.
12. The importance of observing extreme caution in professional relationships as he undertakes the making of case studies.

The person who is most effective in studying individual pupils appreciates

1. The unique character of individual patterns of behavior, necessitating individual help.
2. The significance of the continuity of development; i.e., how all previous life experiences affect what one does at any one time.
3. The importance of breadth or lack of experience in the level of achievement of individual pupils.
4. The role of readiness—or lack of readiness—in an individual's ability to achieve.
5. The struggle of individual pupils to meet their developmental tasks.
6. The importance of rebellion and nonconformance in developing individuals.
7. The multiple causation of behavior difficulties.
8. The importance of early identification of problems.
9. The fact that symptomatic behavior is a way in which the pupil attempts to communicate what he feels, regardless of how indirect or inept he might be.

10. The importance of assessing how a child feels about people and things.
11. The difficulties which may arise when the goals of the pupil and his parents run counter to the goals of the school and the teachers.
12. The value of coöperating with other social agencies engaged in assisting pupils and their families.
13. The effect of physical and mental deviations on a pupil's behavior.
14. The fact that studying pupils is an integral part of the teaching process—and not an extra duty.

The above lists outline the competencies necessary for making case studies with the best results for the pupil and the greatest security for the teacher. They are the objectives which must be kept constantly before the student, must be taught for, and evaluated. As has been previously stated, the achievement of these behaviors constitutes a program starting with the first orientation to the general study of the growth and development of pupils, enriched by first-hand experience with children and adolescents. That introduction should be followed by a course in educational psychology stressing the principles of learning in light of the needs of growing and developing pupils. Courses in methods of teaching which follow should be coördinated with the principles of growth, development, and learning by means of a thoroughly coördinated and integrated staff—all aware of the objectives of each other's teaching. Ideally, toward the end of the pre-service program, after the practice-teaching experiences, there should be a course in the case study of the exceptional child in which the student has actual practice in making a case study of some pupil whom he has identified as "different"—an exceptionally gifted child, a slow learner, an underachiever, a disinterested pupil, a social misfit, or some pupil that the student teacher has just failed to reach in his teaching. The realization of these objectives will

come about when the student has become a full-fledged teacher as he applies the principles of case study to problems encountered in his actual classroom situation. The realization will be facilitated if that teacher finds himself teaching in a system dedicated to the principles of learning about individual pupils, a system which provides for and perhaps subsidizes a program of in-service education. Such a planned program allows for bringing in special consultants to assist teachers in developing the competencies which have been initiated during the pre-service program and to help them keep abreast of the new research constantly appearing in the psychological and sociological fields in order that the best interpretations of behavior may be made. Without encouragement, help, and stimulation in the in-service situation, his introduction to the principles of individual study may lead only to disillusionment and frustration because he is not able to put into effect those things which he has been taught. Thus, the program for realizing the above objectives is a constantly evolving one in which new learning is consistently built on basic insights.

The aspects of the total program for developing competencies in individual study with which this chapter will deal are: (1) the first orientation course to the general study of growth and development of pupils; (2) the course in the case study of the exceptional child after practice-teaching experiences; and (3) the in-service program for the promotion of the study of individual pupils. These are the areas of the program which deal directly with the study of individual pupils and are also the areas with which the author has had much first-hand experience.

PRE-SERVICE EDUCATION OF TEACHERS

The First Orientation Course to the General Study of Growth and Development

What happens to the student in the first course which is designed to orient him to the study of growth and development of

children and adolescents will influence his thinking and direction in the total teacher preparation program. If he gains knowledge of how children and adolescents develop socially, emotionally, physically, and intellectually; if he learns of the needs, interests, and attitudes of children and adolescents; if he gains an appreciation of the struggle that children and adolescents put forth to meet their developmental tasks in the face of societal and class pressures; if he learns the basic mental hygiene concepts; if he acquires the habit of seeking for reasons for behavior, especially among those children who are "different"—and if, above all, he seeks to understand why the child is compelled to behave as he does in certain situations and in his relationships with people, he will look upon teaching as a dynamic and exciting process which is worthy of his best efforts. His preparation cannot devolve into a process of merely acquiring sufficient course credits to be certified, for he sees teaching as a social process which involves him in a most personal and active way. It is necessary in this course to limit learning to the most basic level as evidenced in the above listing. The completion of course content and preparation for factual examinations must not stand in the way of the more vital job of developing insights which will form a basis of thinking and conviction in subsequent courses. Throughout this course also the student subjects himself to constant self-evaluation to decide whether this is the kind of work he is interested in for his life work. If the course succeeds in helping the student make progress toward the above basic learning, it has met the requirements of orienting him to his future profession in accordance with Webster's definition of the verb *to orient*: to put (especially oneself) into correct position or relation. Truly the student will have put himself into the correct position and relation for his future preparation and practice of teaching.

Next the question is posed: What kinds of activities will promote such understanding and insights? Of most importance is a

supervised laboratory experience working with children and adolescents. Such experience will give the student an opportunity to observe children and adolescents and to apply the principles of growth and development which are being taught through more formal readings, class lecture, and audio-visual materials. It will be noted that the terms "children and adolescents" are used instead of the word "pupils" in the discussion of the orientation course. This is done advisedly as the student should meet individuals growing and developing in a free situation—not pupils in a classroom, subjected to a more formal environment. Another requirement which is deemed essential in this experience is that the student have the opportunity to meet children and adolescents from socioeconomic groups different from his own—more like many of those children and adolescents he will probably be teaching in school. It has been discovered through research that many of the difficulties between teachers and pupils arise from the fact that the majority of the teachers are from the middle class and the majority of the pupils come from the lower socioeconomic groups. Therefore, in the situation in which the author has worked, there has been stress on placing students in social agencies serving children and adolescents from the lower socioeconomic groups. This allows them to meet head-on with the differences in value systems and behaviors of these developing individuals. It also helps them to appreciate the work being done by social agencies, and, what is more important, they receive orientation to the more individual and flexible approach to program planning as conceived and supervised by social workers. The long-standing coöperation between the university and the social agencies and constant supervision by staff members allow for a coöordinated experience for the student.

The readings and the laboratory experience form the basis for class discussion. To have this discussion of greatest value to indi-

viduals, classes should be kept to twenty or twenty-five students. There are times when the planned lecture or presentation must be completely set aside in order to give the combined help of the teacher and students to one student who is facing an immediate problem in the agency work. One student came into class with a situation in which one of the children in a mixed racial group from ages five to seven had asked to have *Little Black Sambo* read, and the child had brought the book with her. As the student started to read the story, a five-year-old Negro child snatched the book out of her hand and with vehemence stamped on it, screaming, "You can't read that!" The questions naturally raised by this situation were: Why did he behave this way? What should one do in such a situation? This allowed for pertinent and practical discussion as well as an opportunity for directing the student back to the agency armed with questions to learn from the child and the agency some of the factors which would lead to this type of behavior. It was discovered that the five-year-old had been teased by the other children in kindergarten when they called him Little Black Sambo. This stimulated further reading in the sensitivities of minority groups.

One student reported that when he went to his agency to work with his adolescent club of fourteen boys from ages thirteen to sixteen he found only six boys present, and they were in a state of extreme agitation. On questioning those present, he discovered that six of the club members had been apprehended and taken into custody by the police in connection with a series of eight burglaries in which they had been involved. This incident in juvenile delinquency had real meaning to the student and his classmates for they had first-hand contact with it. The student discussed these boys, emphasizing the fact that they had been most interested in the club, extremely coöperative and well behaved. He just could not believe that they could be involved in such activity. He learned from the agency director about the ir-

regularities and pressures in each of the families from which these boys came. This information gave him insight into the kinds of needs which might lead them to run afoul of the law even though they suppressed these hostilities in a controlled club situation in which they found satisfactions.

Another student in the class became very much annoyed with a twelve-year-old girl with whom she was working in the agency—a temporary home for children—because of her aggressions and disinterest in any kind of constructive activity. Upon consulting the agency director, she learned that this girl was one of several children of a white woman and her Negro husband. The mother had since remarried a white man and had abandoned her original family to the agency. This was a traumatic eye-opener to the student and gave a basis for a more understanding attitude in working with the child. Again the students in another agency were concerned in watching the social adjustment of a very small, seven-year-old boy who had ringworm of the scalp and was thus forced to wear a cap to avoid infecting other children. In addition to this problem, the court was in the process of taking the boy away from his mother for neglect. There was no father in the home. He was a youngster who demanded a great deal of attention and was most appealing in manner. During the semester he began to take small amounts of money in the agency and when confronted with the possibility of taking on some responsibilities to make restitution, he retorted that he would "get out his shoe-shine kit and go out for some big money." This case gave the students some insight into the social and emotional ramifications of a physical ailment. In this instance it made the child conspicuous in the group, and the problem was intensified by the more serious one of an unfavorable home situation. It was a perfect opportunity to teach the complexity of problems and the inter-relatedness of the various phases of development. At the same time, the students became interested in finding out about a disease

of which they knew nothing. One of the students in the class could verify the embarrassment caused by having to wear a cap for a period of time as she had had a bout with the disease when she was in the third grade.

In addition, students were following the adjustments of children affected in varying degrees by such afflictions as cerebral palsy, polio, mental retardation, congenital baldness (two little girls from the same family), and thyroid conditions. There were also nonconformists, thumb-suckers, stutterers, nonspeakers, and nonparticipants. They were introduced to the gamut of problems that cause difficulty in emotional and social adjustment and began to see the connection between these causes and the behaviors evidenced in the agencies.

Probably the learning of most value to future teachers from the agency experience came from some acquaintance with the complete disregard by many of the children and adolescents of authority, adults, school, and property and an inability to hold to one task until it was finished. They found a low level of frustration among these children and adolescents who had experienced much failure and little encouragement along the way. All of this stood out in marked contrast to the behavior of many of the children and adolescents to whom they had been accustomed in their own families and in summer camps for those of more favored home situations—among whom reactions had been modified and disguised to achieve adult approval. One student assigned to five- and six-year-olds said of her experience:

As the children walked in that first day I thought that I was prepared for them, but I was wrong. It seemed to me that they came in confident (which was more than I was), boisterous, and completely oblivious to the two new "teachers," I being one of them. It was most disappointing. In my experience in camp the counsellor was always an important person; the children didn't always respect us but at least they noticed us. Here in the agency the children were, for the most

part, self-dependent and on their own. We were, for the most part, there simply to hand out scissors, to distribute paper, to button coats, etc. It seemed to me that they didn't really need us; we were helpful but not indispensable. That first day none of the children stood out as individuals. They were just a group of children and rather a disappointing group at that. They all wanted to do something different and it was impossible for us to hold their interest for more than a few minutes at a time. As I look back on it now, I can see that the reason for my disappointment was that I was unprepared; unprepared for five-year-old children and for five-year-old individuals!

The above quotation came from a reaction report submitted by one of the students. The reaction reports written in informal manner give the students another opportunity to express their feelings and frustrations, to report progress in working with children and adolescents, and to apply principles of growth and development to the laboratory experience. Many students have inhibitions about bringing up in class some of the difficulties they are having with their work and would prefer to commit to paper their thoughts and feelings. These reports give evidence of the learning and also of the misconceptions that the students hold. Many of them are self-analyses. There follow several quotations from students' reaction reports to give further evidence of the types of reactions that they register and to demonstrate the kinds of learning being achieved as they progress toward the objectives.

1. The first impression that one might get upon entering the agency is that they are rowdies and roughnecks. If the person doing this sort of reasoning would stop and consider the environment of these children as compared with his own, he would observe a striking contrast. He must realize that these children constantly endure hardships, frustrations and problems that he has never had to endure. From the beginning, their life has been one of conflict, deprivation, and struggle for survival. Their interest in fighting is nothing but a result of their early pattern.

2. From the moment the girls arrived until the moment they left there was so much shouting and commotion that I felt as if the noise would suffocate me. As the group proceeded, I realized that these children were quite different from the ones I was accustomed to. I saw that they were very much a product of their backgrounds and environments. They rivaled for attention and acceptance in a more pronounced and different way than children coming from more secure homes and communities. At the age of ten and eleven these children display the attitude that one must "fight" to get what one wants. Their way of gaining attention was not in trying to be cooperative and win approval, but in being more uncooperative than the others. . . . At the end of the hour I was completely exhausted and disgusted with myself and the girls. I felt very inadequate in dealing with them and somewhat annoyed at having to do so. This short encounter had given me a rounded picture of the types of children one will come into contact with in a classroom situation. I felt that if this was what I had to expect I could never cope with it, or at least never be happy in doing so. Upon further consideration I realized that I would have to accept these children, their attitudes and their ways of thinking, for it is only through acceptance that I can gain further insight and understanding.

3. Seven little girls made up my group. There seemed to be twenty children yelling, screaming, and running wild. My inner feelings were of anger and frustration. Questions such as: How does one cope with this type of situation? Is this normal behavior? Am I taking the wrong attitude for one who proposes to be a future teacher? mounted in my mind. . . . At a moment of sheer despair one of the directors appeared and looked over the situation with calmness that made me feel she experienced and accepted this as the behavior expected from the children. My cry was, "Is this normal?" and as I said it, I realized it was. The director simply laughed and replied with feeling, "Oh, yes, it's normal." Upon these reassurances, I began to discover for myself and understand they were children of seven and eight not nineteen and twenty. Therefore, one should not expect a child of eight to act like one of twenty. Furthermore, these children have been

cooped up in a schoolroom all day long and this wildness is simply a result of stored up energy. I do not feel that my first attitude was wrong but just the attitude of an inexperienced person attempting to learn the ways of a "new world."

4. In Martin and Stendler's book on child development, the following statement was made: "As teachers grow in self-awareness, as they become sensitive to the kinds of child behavior to which they react emotionally, they may also grow in ability to deal with all kinds of behavior objectively and to accept all of their pupils. Observe a classroom in action. Are there certain behaviors of pupils you would find it difficult to tolerate if you were a teacher?" I observed the children in the agency and have drawn the following conclusions about my reactions to their behavior. I react most negatively to children who are insolent, disrespectful, and who talk back to the leader in an impudent manner. I lose patience too quickly with children who are of low comprehension and uncleanness annoys me much too much. "Hangers-on," children who constantly are at the leader's side asking questions and seeking special attention, would bother me in a classroom situation at the present time. I hope to conquer these aversions by more intense self-understanding.

5. Slowly too I've learned when to praise and when to criticize. I believe authority is not for the person who stands and commands but rather the person who can lead and guide. I've tried to put this into practice down at the agency. The first day two of the boys had been crashing bikes into one another and when I cautioned them to be careful my answer was a laugh and a few "cuss words." I said, "Don't you dare speak to me like that!" and later wished I could have handled the situation better. Then from my readings and class work I've come to realize that this is the boy's bid to be a big man—what their culture seems to demand of them—to be tough enough.

6. Charm class at the agency sounded very appealing to me. The girls would be between eleven and thirteen, and I felt that even though I don't intend to teach children of that age group, it would be a very helpful experience. And it certainly proved to be just that. It

taught me, in only two visits, one of the most valuable lessons I've ever experienced. I'll begin at the beginning. . . . I went to my agency assignment the first day, greatly disillusioned, I had visions of young ladies, clean and neat, eagerly awaiting knowledge. Instead seven girls wandered aimlessly in, late, quite dishevelled, and not what I would term ladylike. The two hours that I spent with them were very unsatisfying. I couldn't get across to them and at the time blamed it on *them*, saying to myself, "They're obnoxious." Our first lesson was teaching them care for their nails. What nails? They showed me grimy hands and bitten off nails. I was discouraged, disgusted, and thoroughly disappointed when I came home. Perhaps a progress report should not be a self-evaluation which this report looks as if it is turning into, but I feel now, that before I can approach anything else, I must fully understand myself.

After I got home I began to think about it. What didn't *I* do, what don't *I* understand? And there were many things. First of all, I hadn't thought about it before, but just *how do* you approach a twelve-year-old girl? All my life I've been in contact with people older than myself and my age and youngsters. I treat youngsters as individuals and yet there's a certain amount of "talking down" to them—putting myself, up to a certain point, on their level. My first reaction to these Junior Misses, as they are called, was to use this same approach. My thoughts were "Why don't you take care of your nails, they look terrible," "Why are you just sitting there, do something," "Boy, I feel sorry for you—no aim, no purpose, you probably come to the agency every day because there's nothing else to do—what a meager and pitiful existence you must have." I evaluated the agency and began to see the light. They're not just whiling away their days. Each day they are learning a little, learning how to socialize, mostly, but also learning helpful things like sewing and cooking. Of course, it isn't a sudden metamorphosis, it's part of growing up and some day everything will piece together like a jig saw puzzle and they will be young ladies, able to cope with the many problems of living in a society.

Then I looked at myself and realized how pompous I'd been. I've

always been used to seeing a neater, more presentable individual—my friends were like this and so was I. Our dresses were clean, and they fit. I began to *see* the difference in society, it wasn't just reading about it. I'm, perhaps, from an upper middle or a middle class and these children are from a lower socio-economic class. It isn't their fault that they have to wear misfit hand-me-downs. It's the individual who's under the dress that is important. Perhaps I'm over-emphasizing this point, but I just want to bring out that because they were different, my immediate reaction was one of distaste. I feel that I have accomplished something about it.

7. Being among a large group of boys I am able to see the reaction of interest and attitudes in group games. My participation in the agency so far has been most enjoyable. I have been able to determine some of the major problems in our gymnasium. As I mention this fact I have to admit that everything is not completely satisfactory. When I state this condition my thought is centered on the child who seems to find it difficult to adjust himself into group activities. It seems to me when I see everyone deeply engrossed in some activity, there at that time in a corner or completely away from the group is Johnny X. He seems to be the misfit or inferior one that always has to exist in a group. After I recognized this situation, I tried to pay particular attention to this child. I feel when one individual like Johnny X is out of the group it breaks up the entire meaning of group activities.

To combat this problem I tried to gain his confidence several times. The first time I felt I should not beg him to come and join into the game without realizing me trying to put him into something that he felt was different to his interests. I purposely made sure that a basketball bounced over by him. As he picked up the ball I followed up by asking him if he could dribble the ball and to my surprise he showed me what I asked for. With patience I tried to make him realize that he handled the ball skillfully. As I passed the ball back and forth to him, I slowly moved into the game with him. He then forgot that I was out to force him into something that he didn't understand. This method was used several times. But each time I would do this Johnny

X would always watch me when I would go to another group. Before going home, I asked him to make sure that he would be up here next week to get into the game earlier. The next week and following weeks I was always met by Johnny X. Slow but sure he is able to get in with the group without my being present.

In conclusion, I can't say that I've done anything that will change this child. The problem of Johnny X is met every week. Each week there always is some different type of Johnny X. I, therefore, could never state what method to use. I can only hope that in some way I will be able to bounce a ball in some direction to have it picked up by interest and understanding.

Through these quotations of students' reactions, it is evident that they are making progress toward some of the more significant objectives of understanding children and adolescents. They are learning of their needs, the effects of environmental factors on their patterns of behavior, and the struggle they are having to develop standards of behavior acceptable to society and the like. They are beginning to see children as individuals emerging from the group. They are learning to accept children and adolescents with different backgrounds and standards and to see that there are reasons for ways of behaving. They are beginning also to sort out normal developmental behavior from problem behavior. But more than that, they are studying their own reactions to the behavior of children and adolescents and examining the effect of their attitudes upon their interrelationships with others. They are learning early in their professional education not to project failures upon others but to look to themselves for some of the reasons for problems in relationships. All of this learning is invaluable for their future classroom activities.

In addition to the reaction reports, their laboratory experiences, readings, more formal lecture presentations, carefully selected audio-visual aids, classroom discussions, and evaluations, personal interviews with students by the instructor are necessary to bring

about the greatest development in the students' thinking. Such interviews may be scheduled by the students when problems of a professional or personal nature are concerning them, or they may be initiated by the instructor when there are signs of difficulty evidenced in a student's thinking or performance. One student consistently made such statements as this: "It seems that Mary has not met the social demands placed upon her by society as a ten-year-old girl. She gets along with the other children as long as things go her way but as soon as they don't, look out ! ! ! Socially and emotionally, a girl of ten should be getting along with others, and should be able to have patience to some degree. She should be out of the tantrum stage." There was never any attempt to find out why Mary was not behaving in a more mature way, but the student tended to condemn the girl for not acting as she "should for her age." Another student wrote of "reprimanding the children in sheer desperation" and "threatening to send them away from the club." Later she reported that she was "scared and living in fear that a minor racial riot might begin." She then went on to say, "I explained to John that perhaps if he had politely asked Tim to stop shaking the table instead of yelling he would have gotten a better response and I also told Tim that he would get nowhere by kicking other people or by hitting them and that that was the way to make enemies not friends." The student ended by saying, "I don't know whether the boys fully understood what I was trying to teach them and why but I do feel that it certainly may have given each of them something to think about." It was plain to see that this student was missing completely the teaching of the course, attempting through moralizing and verbalizing to settle matters that were intensified by her own desperation and fear. This kind of situation called for an individual interview, initiated by the instructor. The girl began to gain some insight and finally asked whether the fact that she had just come out of the infirmary the day before the above incident could have

had anything to do with her feeling about and bad handling of the situation.

It also happens that as students read and study about the emotional and social development of children and adolescents, they become disturbed about their own personal development or that of some member of their family or someone in their living center. Brothers and sisters with thyroid conditions, speech difficulties, emotional immaturities, regressions, social problems, retardation in school, and the like become momentous worries for them as they are first introduced to this new field. Their own problems with sibling rivalry, feelings of rejection, irregularities in physical development, deep-seated prejudices about which they seem to be able to do nothing, interest in marrying outside of their religion, lack of success in gaining independence from parents, and inability to make decisions all create real anxiety for them. These students need referral to appropriate sources to get help, and in many instances their reading has given them insight enough to make them ready for this help.

It can be seen from the above discussion that much can be done to orient students in the beginning course to the reality of problems in growing and developing. They can become involved in a very real way with a dynamic agency experience which is constantly presenting new aspects of behavior to them and illustrating in a vital way the principles about which they are reading. They have the opportunity to learn about individual children under supervision without the responsibility—before they are ready for it—of making actual case studies and coming up with recommendations for children. Yet they see the importance of the information they have gained in interpreting the behavior of individual children and in planning next steps with them. They must have constantly before them the objectives they are working for. If they succeed in grasping this kind of introduction to children and adolescents, there is little likelihood that they can consider

teaching a routine presentation of textbook material to a class of children. They are well on their way to understanding the need for the individualization of teaching. If they can maintain the analytical attitude toward themselves and situations as they go into their practice-teaching experiences, they will not become disillusioned, nor will they have the need to project their failures on the pupils, the parents, the other teachers, or the school situation. But it must be understood that this is only a beginning of the process, imperfectly grasped by many of the students. It remains for all personnel charged with the responsibility for professional preparation to build on this orientation. Only through constant help in application of these principles, emanating from a genuine belief on the part of instructors in methods, curriculum, evaluation, and educational psychology that individual study of pupils is basic to good teaching, will students have the foundation for incorporating this into their guiding philosophy for everyday work with children.

The Course in the Case Study of the Exceptional Child

After the student has been oriented to the basic principles for understanding the individual pupil and has had practice-teaching experience, he is ready to undertake the more advanced process of making a case study of the exceptional child. This course includes two areas of content—the method and techniques of making a case study and an introduction to the psychology of the exceptional child. The term “exceptional child” in this instance does not necessarily refer to the pupil who is so deviate that he has been segregated in a special class; it refers to the pupil who is found in the regular classroom but who is working under some handicapping condition. He may have some basic physical defect such as partial hearing, partial sight, a crippling condition, a cardiac weakness, or an organic speech problem. He may be of retarded or superior mental endowment, or he may be emotionally

or socially poorly adjusted to the classroom situation. He may be an underachiever or a reading problem. Or he may be some pupil that the prospective teacher in the practice situation has not been able to "reach." In other words, the term refers to a pupil who may be guided to more effective performance and/or adjustment if his difficulties are better understood.

The specialized information concerning various types of exceptional children will of necessity be presented in a formal manner by specialists in the psychology of exceptional children, including specialists in medicine, sociology, audiology, and speech pathology, as there is much background knowledge which must be gained if understanding is to be at all adequate. This may be done in lecture form in a rather large group. Specialized professional personnel who are dealing in clinics with children who are more extremely exceptional are able to enliven their presentations with actual cases of these children, many of whom were discovered by teachers and referred from regular classrooms. The student becomes acquainted with some of the behaviors characteristic of the various categories of exceptionalness. He is led also to some of the less technical literature which may further his understanding of the special problem that he has tentatively identified with the help of specialists in the particular child whom he is studying. He has an opportunity to become acquainted with the specialist who may help him in the final conclusions concerning his subject and in the best recommendations for him in the light of all the evidence. He will also gain knowledge and appreciation of the function of the specialist. In addition, this part of the course in which he is presented information concerning all areas of exceptionalness will give him an awareness of the extent of the problems which he may find in his own classroom and help him to a greater understanding of the special needs of exceptional children. More than this, it will give him a sound approach to the study of problems of individual children and the basis for identi-

fyng those children who are in need of more specialized help than can be given in the school environment. If this part of the course is taught with the proper orientation, the student will emerge with a humbleness deriving from an appreciation of the inadequacy of his knowledge to work with children who have problems of a more serious nature. This attitude should obviate the common fear that students subjected to such a course will consider themselves diagnosticians and psychologists.

A further part of this course is the seminar in which the student has the opportunity to pursue further his knowledge in the various areas of exceptional children and to receive help in a small group in handling the concepts gained through lectures and in applying his learnings to children he knows or is studying. It is in the smaller group that he may bring out his questions, his doubts, his skepticism, and his misconceptions. In this whole process of preparing teachers adequately to deal with children with problems, a basic process is that of ridding them of previous misconceptions and clarifying thinking about these children, for society has consistently misunderstood the place of these children in the order of things. The fact that students have reached college and have read the facts is no guarantee that their attitudes toward the exceptional child will change. The seminar must be conducted in such a way that students feel free to say, "I think I am over-identifying with this child," or "This child is repulsive to me," or "He just has no gumption and will not try," or "I still think that this child is just plain ornery and a spoiled brat," or "I have done everything that I can with him and he just won't respond." Some students may still have the attitude that children with low average or dull normal intelligence are really not worth their efforts but should be segregated in special classes. It is important that students have the opportunity to bring out these feelings in an atmosphere of acceptance or they may go out into their teaching without the proper orientation to individual children. The stu-

dents in such a seminar also have the opportunity to help other students as they attempt to synthesize their data. This gives them more intimate knowledge of several cases of exceptionalness. It gives them an opportunity to blunder in their thinking and conclusions without harm being done to children through their immature judgments. It also opens up gaps in their information and sends them back to the school, the family, or the child himself for further data when that is indicated. In other words, in an academic setting the student has practice in the case study method, a process which is vital to the understanding of individual children. This practice is carried on under careful supervision with constant emphasis on caution about going beyond the data and with full consideration of the serious professional aspects involved.

The knowledges, abilities, understandings, appreciations, and attitudes necessary for doing case studies have been outlined in the foregoing chapter in the list of behaviors characteristic of those who are effective in doing case studies. In this course, the student needs to learn how to identify an exceptional child; to learn the steps involved in studying an individual; to become familiar with the techniques for gathering data, including the administration of the simpler standardized tests suitable for teacher use; to learn how to analyze and synthesize data and draw up recommendations for the pupil; and, with it all, to become thoroughly imbued with his limitations and with the necessity for observing caution in working with the pupil and in gathering and interpreting information. It is important that the student recognize his function as a teacher in referring those students who are in need of specialized help, which implies that he knows the resources for help in the various types of deviation. Should such resources be lacking, he knows that he must work with the pupil in the classroom in such a way as to make his adjustment as easy as possible by accepting him with his problems.

The student needs to have it impressed upon him again that

this is an integral part of his teaching responsibility and a part of the teaching process which calls for his highest level of professional maturity. The inculcation of constructive and accepting attitudes toward the individual and the necessity for this type of individual study probably form the most fundamental teachings of this course; for once the student really appreciates the importance of this kind of study, the knowledge necessary for making the study will be sought by him. If once he can discover for himself the problems faced by one individual child with all the ramifications for him as he attempts to meet the demands of the classroom, he will make the effort to learn as much as he can about the other pupils in his class. As one student said at the end of the course: "I chose the boy I did because he just didn't seem to be achieving in accordance with his measured ability. He didn't cause any trouble but was more silent than the others." The study uncovered a completely disrupted home situation with a father who was a chronic alcoholic. The boy had previously had help from a clinic—a fact which was not recorded and was not known by the teacher or the administrator. Her comment was, "If this child who seemingly had no serious problem turned out to have such a terrific problem, what about the other twenty-nine in the class?" This is the most significant outcome that can be hoped for in this kind of a course. The student who has arrived at this state of questioning will find out about the other twenty-nine and approach all children differently.

Chapters III, IV, and V have discussed the case study process in detail, but it may be well here to present the simplified outline of the case study procedures which need to be included in the course for the prospective teacher, pointing up some of the extra precautions to be observed because of his student status.

The first step for the student is *to identify his subject for study*. Preferably this should be a pupil with whom he has had previous contact in a teaching situation as it eliminates the orientation

study of the specific classroom atmosphere and the attitudes of teachers toward the particular subject. These he has knowledge of in his previous observations although he will probably wish to do some more intensive study with special focus on their affects on this particular pupil. The student has had an opportunity to become acquainted with the pupil in the more impersonal classroom situation. He has had a chance to observe symptomatic behaviors and has seen him in relation to his classmates. He also feels a personal involvement in the case study because he has not been able to realize as good results with this pupil as he would have liked. If it is necessary for the student to select a subject for study in a new situation, he needs to spend time in preliminary orientation to the specific classroom atmosphere and teacher attitudes, experienced by his subject daily. In some instances, very good results have been obtained when the administration has asked the student specifically to do a study of a pupil with whom the school in general is having difficulty, for everyone has a stake in the study and coöperates to the fullest to give information. In selecting the subject for study, it is important to avoid the pupil who is known to have very serious problems. Administrators, teachers, and guidance personnel should be consulted on the subject chosen to avoid the selection of a pupil who might become more seriously disturbed through the process of case study by a novice.

It is always good if the student is able to select his subject for study in a school system which endorses the study of individual pupils. The student will have a much more satisfying experience if the administrator, teachers, and guidance personnel are able to go along with him on the study, facilitating his project at each step. However, some particularly able students have become more confirmed in their conviction of the necessity for this study through work with school staffs who have negative attitudes toward case study. Students should not be shielded from the realities of the situation that they may experience when they become

teachers in their own schools. Whatever the philosophy of the school accepting students to make case studies, those personnel working with the students should be fully aware of the objectives and requirements of the course given by the teachers college or university.

The second step involves *preliminary observations of the behaviors of the pupil chosen for study*. What behaviors make him "exceptional" or different? The student watches for characteristic behaviors, evidences of tension, indications of a positive or negative self-concept, the pupil's acceptance or rejection by his classmates, in which situations he is accepted and in which ones he is rejected, his pattern of meeting frustration, needs that seem to be met or unmet, his interests, his social attitudes—whether constructive or negative—and the like. The student sees him in contrast with the other members of his class. He may be a pupil with good average intelligence in a class with consistently above average pupils or a superior pupil in a class with average and below average classmates. Or he may be a slow learner. The student sees him in comparison with his classmates in regard to physical stature. Is he taller, shorter, fatter, thinner, or average in height and weight? What about his general appearance? Do his facial features and clothing distinguish him from the group in any way? Does he seem to be a part of or apart from the group? In the preliminary introduction to the pupil these factors will be observed in a more or less superficial manner. It is necessary to help the student to avoid drawing conclusions or forming opinions at this stage, but he may be gathering clues which may be tested later. It is necessary for the student to become acquainted with the subject being studied gradually, observing him in many different situations and making recordings of his observations.

The third step involves *the consulting of school records, teachers, and other school personnel for information about the pupil*. This has been thoroughly discussed in Chapter IV, but it is im-

portant to add here the necessity of emphasizing extreme caution on the part of the student in following all official channels in gathering data. The student must follow all school policies concerning access to data no matter how frustrating these may be. One student was unable to gain the information that she desired concerning her subject's health from the nurse of the school and announced that she was going directly to the doctor who attended the case. This is entirely irregular as the school nurse is the one empowered by the school to handle confidential data about pupils. If the nurse does not see fit to give out information, then it is necessary for the student to do without it, even though it might be very valuable to know. In some instances the guidance person will not allow the student access to the pupil's folder but will interpret the data to him. It may be a policy not to release exact I.Q.'s, but it may be indicated to the student in a general way that the pupil has low, average, or above average intelligence according to the testing. Some schools allow students to administer standardized tests of intelligence, vocational interest, personality adjustment, achievement, and reading—those tests which might ordinarily be given by a classroom teacher. Other schools allow no further testing to supplement or verify the recorded scores, while still others are willing to have their own personnel administer tests to further the knowledge about the pupil. All of these regulations and policies must be respected by the student even though they pose problems in making the study. Official channels must be especially respected in the gathering of all data when the person doing the study is not a part of the regular school system but a student learning the case study techniques.

The fourth step involves *an interview or series of interviews with the subject of the study*. The initial rapport interview should be planned as an informal conversation with the pupil—one in which the student may become acquainted with the pupil's interests and not seek out specific information. The matter of es-

establishing rapport with the pupil is basic to the success of the study and, therefore, is a step that requires much preliminary instruction in interview techniques, if it is to be productive and nonthreatening. Most students have had little or no experience in interviewing and are at a loss to know how to open conversation with a pupil. If the pupil has been an underachiever or has had difficulty with the subject that the student has been teaching, there is a natural opening for there is a common concern. Sometimes the student just lays his cards on the table and tells the pupil that he is required to learn about the interests of some pupil or to learn why pupils have trouble with certain subjects and he wonders if he would help him out. If the child is in one of the lower grades, the approach will be different. It may be that the student will take him for a walk on the school grounds or go into the library with him where he may tell of his favorite stories, or he may just ask him to play a game with him. Any of these situations will allow the student to branch out into simple direct questions concerning the things the pupil likes to do in school. These interviews are for the purpose of getting to know the pupil as an individual away from the class activities. In no sense are these to be thought of, or regarded as, probing interviews of a psychological nature. Students should be taught early that they are not equipped to conduct such interviews, but it is essential that prospective teachers know how to approach a pupil in an individual interview in a nonthreatening manner to learn something about his attitudes, interests, and activities. A student so educated will not be like the principal of a large junior high school who said, when it was suggested that he call a pupil in to talk with him sometime when he was not in trouble, "What would I talk about with him?" Teachers and administrators must develop a facility for easy, comfortable interview with individual pupils which will be productive in terms of information, which in turn will facilitate working with them.

The fifth step is *one of supplementing the data gathered through the above means*. This might involve a home visit or a parent conference—either directly with the home or the parent or through the administrator or guidance officer of the school. It might involve further testing done by the student himself, the guidance personnel, or a special clinic to which the pupil may be referred by the proper school authorities. It might involve consulting specialized personnel, social agencies, or more confidential data under the guidance of authorities. In this step nothing needs to be added to the foregoing discussion except the further caution that the student should remember his student status and not attempt to go on his own for this information without clearance with the school authorities. Also there should be a reëmphasis of the need for extreme care in the handling of any confidential data obtained by the student.

The sixth step is *one of summarizing the information gathered in such a way that the relationships may be readily seen*. The summarizing process and synthesizing of data have been thoroughly discussed and illustrated in Chapter V. The student in a course in the case study of the exceptional child would follow the same process.

The seventh step is *one of drawing tentative conclusions*. This should be done by the student under the careful guidance of the seminar instructor, the especially prepared guidance person in the school, or the specialist in the category of the subjects' exceptionality. As instructor of such a seminar, the author has many times found it profitable to refer the student back to the specialist in such areas as mental retardation, hearing or vision loss, orthopedic handicaps, and most especially in the areas of the socially maladjusted or emotionally disturbed. These are areas in which depth of understanding possessed only by the person who is a specialist is vital to drawing valid conclusions which will facilitate the child's adjustment. The very act of going back to the

specialist impresses upon the student the highly specialized knowledge necessary for this vital step in the case study. He realizes that it is something that cannot be done superficially or with the limited specialized knowledge possessed by the instructor in general case study techniques.

The eighth and final step is that of *making recommendations which will facilitate the adjustment of the pupil—especially in the school, as that is the sphere of the prospective teacher's primary concern*. These recommendations may also legitimately include suggestions for the pupil's nonschool life. It is most important that these recommendations be worked out and verified with the proper school personnel who will be instrumental in carrying out remedial measures if they see fit to do so. The school authorities in this step are the ones who know best what recommendations are most appropriate and feasible for the particular school system with its particular philosophy and set of policies. Again this refers the student back to the appropriate specialist and impresses upon him that recommendations, to be practical for the individual, cannot be made out of context of the school environment. The student's responsibility in the case ends with his discussion of recommendations with the school authorities. In this respect the process of case study done by the person with student status differs markedly from that done by the person who holds teaching responsibility, for the teacher's job has just begun at this stage in the study. A student can just hope that the school authorities will wish to use the recommendations resulting from his study, whereas it is incumbent upon the teacher to do everything in his power to put his recommendations into effect. The fact that the school authorities will not accept the recommendations as feasible and appropriate does not preclude the student's inclusion of them in his academic report. In fact, students have had their convictions deepened and have been thoroughly aroused to the need for changes in school philosophy and policy when

they have met with an apathy or opposition on the part of school personnel. In such cases they see how the present system works an injustice upon an individual pupil with whom they have become identified through their study. This can be a very healthy and sobering part of the process.

The foregoing part of this chapter has discussed possible methods of realizing the objectives outlined as competencies necessary for effective study of individual pupils at the pre-service level. It must be remembered that these outlined courses do not bring about the fullest outcomes without the supporting emphasis on these objectives in all courses taught at the pre-service level. It is essential that they be stressed in courses in philosophy, sociology, curriculum, methods, evaluation, and throughout practice teaching—in fact, in all aspects of their training. The job is not completed at graduation. The real test comes as the teacher takes his first position and meets head-on many children with problems, for all of whom he has a real responsibility to try to do something—and this in addition to his multiplicity of duties as a teacher. If the student is to retain his belief and conviction in the necessity of studying individual pupils, he must have encouragement and further guidance as he tries to fit it into his daily routine. Thus we turn, in the next part of this chapter, to the in-service program for the promotion of the study of individual pupils.

IN-SERVICE EDUCATION OF TEACHERS

Continued and continuing in-service education for teachers has been accepted at this date as an absolute necessity if the professionalization of teaching is to be achieved. No longer is it felt that students graduated from a certain number of hours of pre-service courses are prepared to solve the complex problems that arise in the classroom. It is also realized that programs of institutes, required lectures, extension courses, and supervision on an individual basis cannot give the kinds of basic insights which

are necessary to develop the delicate art of human relations which is required in the daily contacts in the classroom. Only through continued study of actual problems in their own classrooms do teachers arrive at the understanding and achieve the attitudes requisite to promoting the best learning on the part of the individual pupil. The *Fifty-Sixth Yearbook of the National Society for the Study of Education*, entitled "In-Service Education for Teachers, Supervisors, and Administrators," bears witness to the acceptance of the need for in-service education in its full meaning. Two quotations from this publication state succinctly the value of such programs.

Teachers and school administrators cannot depend upon a knowledge which they gained five to ten years ago in pre-service education regarding human growth and development and learning. So much new knowledge is being accumulated in these areas and the knowledge is so important that it must be widely disseminated and understood by the profession.¹

To be professional, teachers need to have a profound conviction of the worth of their work. For this feeling to exist, the individual must have a sense of greatness of his profession, of its significance for society, and its power to benefit boys and girls. The climate of professional stimulation provided by a good in-service education program can give teachers pride in their achievements and stimulation, to surpass their previous best efforts. When a school system fails to provide this professional stimulation, teachers often begin their careers with anticipation and readiness for hard work and then lose their zest when they find that nothing challenges them to use their abilities to the utmost.²

Everyone is aware of what happens when a person loses zest

¹ Nelson B. Henry (ed.), "In-Service Education for Teachers, Supervisors, and Administrators," *Fifty-Sixth Yearbook of the National Society for the Study of Education*, Part I, Chicago, The University of Chicago Press, 1957, p. 24.

² *Ibid.*, p. 31.

for work that he must face each day. This can become most destructive when one's work is basically concerned with working with others—boys and girls, their parents, and one's colleagues. It may be added also that much of the current attitude on the part of administrators and supervisors that teachers are not interested in in-service education arises from failure to stimulate a zest in continued professional growth. It is incumbent upon administrative personnel to provide the necessary environment for such stimulation.

The objectives for in-service education of teachers in the area of understanding and studying the individual pupil are the same as those for the prospective teachers listed in the first part of this chapter. For, as was mentioned previously, throughout one's professional career one is constantly striving to attain the skills and attitudes necessary for understanding boys and girls. The foundation may be laid in the pre-service program, but it is in the in-service program when the teacher experiences daily the impact of many individual children that his motivation for gaining more knowledge is increased. The strongest common factor which unites personnel in in-service workshops is that they are all working in actual teaching situations in which they are responsible for realizing certain outcomes, some of which are blocked by pupils who lack the necessary motivation. All in-service school personnel are faced with some degree of perplexity concerning some of the pupils under their tutelage. An in-service education program held for a single school system within the school walls is most fruitful of results because several people have some knowledge of one child and through sharing experiences with the child and knowledge about him and his family understanding comes faster. The necessary personnel resources are available on the spot, and the laboratory is ever present. Many people have an interest in helping one child to a better and more effective way of behaving.

Differences Between Pre-Service and In-Service Education

Two basic differences, however, exist between pre-service and in-service education which tend to make the latter more challenging, although at times more difficult. First, the personnel participating in in-service education programs have at different periods had varying degrees of professional preparation in educational philosophy and may have more markedly different orientations to life, based on age, the schools in which they were prepared, and life circumstances. A further complicating but desirable factor may be a more heterogeneous span of teaching, administrative experience, and responsibilities if the group is composed of all teachers from kindergarten through the twelfth grade, including supervisory, administrative, nursing, and guidance personnel. In the same group may be fully prepared teachers with much experience who graduated before the introduction of mental health into the professional preparation of teachers, two- or three-year normal graduates who left teaching to raise their families and are now back in the classroom under some kind of emergency provisions, young liberal arts graduates who have had little or no professional preparation but started teaching on an emergency basis with the understanding that they would work steadily toward qualifying themselves in professional education, and some teachers and administrators who hold or are working toward advanced credentials and degrees.

This heterogeneity of personnel makes it impossible for the person conducting the in-service program to foresee the needs of the group. Those teachers who have geared their teaching practices to a mechanistic or behavioristic psychology may have difficulty in seeing the importance of case studies or of considering the child's perception of self and his unique manner of behaving arising from his peculiar developmental pattern. The simple stimulus-response formula may have been found unreliable by some teachers, but they have not sought nor have they been presented

with a substitute that will better explain behavior and learning. Those teachers with little or no training will in all likelihood attempt to teach as they have been taught, with little understanding of why they do certain things. Those who have been away from teaching during the last ten or fifteen years in many instances may very naturally be bewildered by the changes that have come over our schools and our children. Some prepared teachers who are achieving success with the academic objectives may be resistant to a different point of view which includes the broader aspects of education. Administrators who have a direct responsibility to boards of education and the lay public may feel concern in undertaking this type of in-service education if the lay people are not sympathetic to the "understanding" approach to the teaching of their children. Or the situation may very possibly exist that the lay public has more sympathy than the administrators toward this approach. In either case the administrator may be unable to enter into the program without mixed feelings and a certain concern for the outcome. The guidance personnel may have their loyalties split between their basic responsibility to the pupil, for which they have been primarily educated, and an added conflicting responsibility of an administrative or disciplinary nature which has been assigned to them. All of the above make for confusion and inconsistencies in the treatment of pupils and point to the need for coming to mutually satisfying methods of working with children and adolescents. Despite the diversity of preparation, age, philosophy, responsibilities, experience, and life circumstances of the participants, the director of an in-service education program which is undertaken to promote greater understanding of children and adolescents has as his first responsibility to create a need for knowing more about children and adolescents if that need does not exist.

It has been the experience of the writer that in most groups there is a nucleus of teachers who are dissatisfied with their re-

relationships with some pupils and who have a real desire to do something about it. There are those who have reached the end of their patience with certain children who do not respond to normal methods of discipline, and they are open to suggestion. There are those who have a feeling of genuine disturbance that they have not been able to "reach" a certain child and feel that they are not helping him to realize his greatest potential. In contrast there are also a few teachers who feel that their problems with children come about because of factors entirely outside of their control—poor home situations, too rigid or too lenient administrative policies, the total social structure, a misplaced emphasis on the attempt to give too many children an education, and the like. There are still others, such as the teacher quoted in Chapter II, who feel that they were not hired to be, nor are they qualified to be, "a step-mother, a nurse, a psychiatrist, a doctor, a minister, a social worker, a community organizer and manager." Because of this heterogeneity in readiness for learning to study the individual pupil, it is necessary in an in-service program to carry on much exploratory activity before proceeding to the actual work of the program.

A second important respect in which the in-service program differs from the pre-service is in the element of time for the work sessions. The in-service teacher must carry on his study of the individual pupil in addition to his responsibilities as a classroom teacher. This may involve after-school sessions, long distances to travel on Saturdays or on school evenings, sacrifices of recreational time or time which they feel should be devoted to their families. More and more, administrators who believe in the importance of teachers' knowing more about children are finding it possible to arrange with their boards for early dismissal of classes on those days when in-service education classes meet within the school system. In order to justify the reduction of the school day, however, the administrator must have real proof that

the quality of teaching and interrelationships between teachers and pupils are improved thereby. There must be definite signs that some progress is being made toward the objectives despite the finding that it takes concentrated study over a period of about three years to produce desired changes in attitudes of some teachers.

One administrator who was extremely enthusiastic about the results of the workshop type of in-service study scheduled some of the work sessions from eight to ten in the morning to overcome the obstacles of fatigue and preoccupation with the day's problems. In this way the school matched the one hour given by the teacher with one hour from the school day, and it allowed the teachers to attack their work on problems when they were fresh and ready to work. Today there is an increasing trend in the direction of summer programs conducted in the school during one month of the typical two-month vacation for which the teacher receives an extra remuneration while he works for such understanding of children or plans for curricular modifications to meet the needs of individual children. This provides for an uninterrupted period of work when the teacher is unencumbered by regular school responsibilities and is free from the strains of interrelating with twenty-five to forty—or more in the case of the high school—children and adolescents and some of their parents each day. All of these modifications in program attempt to obviate the basis for resentment to in-service education which may arise from the charge that this is an extra duty for which the teacher has not contracted. One cannot consider teachers as individuals with human needs and deny the fact that this is an extra burden at the end of the day.

Some of the above may seem irrelevant to the reader, but the fact of the matter is that a desire to study children as individuals and an acceptance of the need to provide for individual differences among children may be negated if the director of the work-

shop and the administration fail to consider the teachers as individuals with differing needs.

Characteristics of In-Service Program

This brief discussion of the differences and similarities between the pre-service and in-service education of teachers leads directly to a presentation of the characteristics of a program which must be provided for in-service teachers to satisfy the distinctive needs of practicing teachers. First, the program must take into consideration the degree of preoccupation that teachers and administrators rightly have with the behavior of those children who are creating baffling problems for them at the moment. It is difficult for school personnel to demonstrate any great amount of enthusiasm for vague theoretical concepts when each day they are facing actual classroom problems which may seem completely unrelated to these concepts. Teachers are not going to concern themselves with findings in research conducted in some distant locality under the leadership of educators who, by virtue of their position, have freedom from full-time classroom responsibilities, while they face front-line problems in coping with the many facets of a classroom teacher's or administrator's job. Rather, in in-service education it is necessary to attack directly those problems which are concerning the school personnel in their own situation. Theory and the findings of research can come later. The best way to arouse motivation for study of the individual pupil is to demonstrate that through this study something happens which cannot be denied. No longer is it believed that directors of in-service programs can give lectures in a vacuum and expect the teachers to make the applications to their situations and the individuals with whom they are working. It must be a coöperative endeavor between school personnel and the leaders in in-service education to solve the real problems at hand. Therefore, the first character-

istic of in-service work is that it must begin with the current problems with which the school personnel are faced.

Secondly, there must be constant referral to the participants as next steps are planned. The questions must constantly be asked: What do you feel you need next in your efforts to achieve the goal of understanding the boys and girls with whom you are working? What is it that is blocking your progress to a greater understanding of their needs? In other words, flexibility must be the key word in the planning of these programs. A director of such a program must have definite objectives in the form of the kinds of competencies that are necessary, but he cannot have a preconceived outline of what will bring about these competencies. There is no best order in which to present certain methods of studying children, and there are no specific techniques which will work in all situations and with all participants. The program must evolve on the basis of those insights that are possessed by individuals and the group, and there must be constant awareness of what needs to be introduced next. There must be sensitivity to the rapidity with which next steps may be taken. Flexibility of program planning based on participants' evaluations of needed next steps is not new; it is the essence of good teaching with any group.

Thirdly, there must be an honest emphasis on participation by the group with complete acceptance on the part of the director of contributions made by its members. Even further, individual members of the group must be protected from their nonaccepting colleagues in some situations. In the beginning of an in-service program, the most important thing is to allow participants to talk without any need on the part of the director to "set them straight." There must be a rapport created which will free the expression of their thinking. There must be an atmosphere of understanding of why the participant feels the way he does whether or not it is in line with the philosophy of others in the

group. The person in charge of an in-service program must accept without condemnation such statements as that one made by the teacher who honestly expressed her feeling about a child when she said, "The reason he behaves as he does is that he is just no good and there is no reason for him to be any good as his mother and father were no good before him." When such free expression of feeling on the part of the teacher is stifled for the more respectable objectively stated comments, the real essence of the problem of the interrelationship between teacher and pupil is lost. Teachers and administrators should feel free to state how they feel about pupils without being made to feel guilty, for all human beings have these feelings about others at times. It is natural that teachers have these feelings when pupils' behavior is such that it stands in the way of achievement of their goals. Progress in understanding the pupil may be delayed by the attempt on the part of the teacher to appear "respectable" in the sight of others, while he goes out of the group and says what he thinks with all the emotional content that really exists. It is the same with adult human beings as it is with children. When a child is told that nice girls don't do such things or nice boys don't act that way, it does not in any way reduce the frustration that led to the situation nor does it change attitudes toward others; it merely forces them to change the surface behavior and wait until they have the opportunity in a freer situation to vent their true feelings. Thus in an in-service education program it is a prime necessity to establish freedom of atmosphere and expression if the interaction is to produce desired attitudinal results. Participation by the group must be kept going through an acceptance of the contributions made.

Two participants report on their reactions to the rapport-establishing period of an in-service program in the following ways. One participant, in a self-evaluation report, wrote, "I feel that the first few weeks were used to knock down barriers of fear and

misunderstanding and the last few weeks have opened up many channels of learning in which I wish to really seek out and improve myself. When we understand ourselves and our weaknesses we then can go about trying to change and improve upon them. Thus far this course has helped me to see a need for a change and given me many ideas that I must incorporate into my own way of thinking and dealing with my pupils." In the case of this participant, the removal of threat allowed her to identify her own "weaknesses" and to see the need to improve, whereas she might well have been forced to defend her former actions if she had been told the "right" thing to do. Another participant in a workshop stated, "I felt disoriented in the discussions at first because of inhibitions which were formed when I had an instructor who always asked when anyone had a contribution: Is it intelligent or dumb?" If the threat of making a "mistake" in what one says can be removed through complete acceptance of the individual as he contributes, participants are free to learn in the group situation.

This leads to the fourth characteristic of in-service education: there must be an emphasis on attitudinal changes and basic insights which will lead to real change in the relationships between teacher and pupil. This in no way relegates to second place the knowledge and understanding necessary to produce these attitudinal changes and basic insights. In fact, more knowledge gained through wide reading and presentations in the group and greater understanding which comes about through study, observation, discussion, and analysis are requisite to changes in attitudes and the acquisition of basic insights. Through self-evaluations and group participation, the director of an in-service education program becomes aware of the kinds of changes that are taking place. Below are listed a few of the comments made by participants in a workshop at the halfway point. One participant who had been given rather a hard time by the other members of the

group who had been reading from sociological studies about the effect of social class on achievement in school, wrote, "I have felt and probably shall go on having a feeling of inadequacy when it comes to understanding my children but I think I will not be quite so quick to judge. I'm still not convinced about the detriments of putting a group of 'retarded,' economically destitute children in a class by themselves nor am I sure much can be done to raise their status but my interest is aroused and I'm beginning to feel more hopeful that I can do something for them. I would like to find out more about this subject."

Another participant showed real concern as she gained new insights, as demonstrated in her statement:

I have always felt that my own subjective evaluation of the children was adequate. I can see now that this was an uneducated opinion, but, perhaps it was better that I feel that way than that I go ahead and administer tests with no idea of what I was doing or what I had when I finished. My feeling about these instruments was possibly the wisest one I could have had under the circumstances. I teach a first grade and my reading tells me that with such young children the results of these tests are far from accurate for a variety of reasons. My dearth of knowledge can be explained partially at least by the fact that in the rural area in which I live and teach there is no immediate information on testing available. Furthermore, my supervisor is unfortunately just as ignorant of the subject as I was. To illustrate how incompetent we were I relate the following:

I had a little girl in my class who was obviously immature and whom I considered a dull child. My supervisor felt, at that time, that if the child had ability she should be promoted to the second grade regardless of achievement. (I oppose this view). She, therefore, determined to give her an intelligence test because a principal in an adjoining town happened to have a few extra copies which he was willing to part with gratis. Accordingly she took the child and several others and administered the test in poor and unfamiliar surroundings. Susy, notoriously poor at following directions, put a mark in the first

box on every page and then made some random guesses. Her I.Q., according to the test, was 71. Obviously the results of the test meant nothing. Yet in spite of my queries as to their meaningfulness, they stand in Susy's file, a blight on her record and a monument to teacher-supervisor ignorance.

It should not be believed that all participants demonstrate such good beginnings, for one is constantly faced with the participant who demonstrates such misconceptions as these after several weeks in an in-service program: "In dealing with parents I must develop more confidence in my own convictions and be able to present my objectives, standing firmly behind them. This I hope will keep the 'know-it-all' parent from stepping on me." The degree of frustration experienced by this person is made evident by her last statement, "In conclusion, my overall objective is to remain calm, while coping with discipline problems, give really constructive help to frustrated pupils, and avoid getting panicky if I feel that a situation is getting out of hand." This participant is still focused on her attempts at self-preservation, but as long as she feels free to continue to make such statements, there is more hope that the causes of the problems may be identified and alleviated.

In order to illustrate how basic insights create attitudinal changes in teachers and in turn effect changes in their total operation in the classroom, a final case study of a first-grade teacher, who had been teaching for fifteen years, is included. These are excerpts from her final evaluation.

In September I faced a group of 30 six-year-old children. I gradually as usual introduced the first-grade program. The longer we worked the more unhappy we all became. The children could not settle down and their attention span was almost nil. I felt like giving up because I never worked so hard and had so little success. I have had incomplete training for my job and have tried to learn from reading.

Studying the Individual Pupil

About this time our in-service class came along and during one of the lectures I learned I had a three- to eight-year-old span in mental age and then how important emotional factors hindered learning.

In a break-down of the grade according to the most glaring problems I found seven speech defects, four children badly upset emotionally due to broken homes, one shock case (did not talk), two repeaters, two hard-of-hearing cases, and one with poor vision, to say nothing of those with very meager social experience.

I made a special reading-talking group of speech defect cases and found that most of them needed relaxing programs. I found parents needed to understand what was being done and found through parent conferences some had made fun of their own children.

For the four badly upset children without homes, I tried an extra pat and a hug. Most of the things these children were doing were to get attention. The nurse helped me get information about these children so I could understand them better.

The child that never talked or did anything, I took on my free periods and just talked to her and had her hold things for me. It worked and the day she asked for a reading book I knew she was on her way.

The most difficult problem was to get them organized so that they learned to take turns and stopped demanding my attention no matter what we were doing. I started games and lessons that showed them how we had so much time to do things if they cooperated.

After these problems were recognized and improving we really started on our reading. I started reading *Teaching of Reading* by McKee and the first fact I found here was how difficult the learning process was especially in reading. For the first time I realized that it is a difficult task for six-year-olds to learn to read! So with new understanding of children and learning my teaching was more patient and meaningful. I learned how to make reading lessons of what children did on walks and in the room that used old and new vocabulary. It became much more fun for me and now will say after 30 weeks these children surprise me with their grasp of materials and what they can do. It was one of the most difficult classes to work with and will prove

to be the most interesting and satisfying. What I have learned in handling in this group will prepare me for most any problems I have to handle.

Although this may seem an oversimplified presentation of what actually happened and an overoptimistic feeling about the future, it expresses succinctly what happened in a classroom when the teacher gained the basic insights that it was difficult for six-year-olds to learn to read, that individual differences existed in her classroom and were important to consider in the teaching-learning process, and that home backgrounds and attitudes of parents played a large part in the children's adjustment. It may appear superficial and unscientific psychologically at points, but the truth of the matter was that this teacher began focusing her attention on studying individual children and curricular adaptations in the light of information gained instead of draining her energies in feelings of failure and frustration. The results were constructive gains for both pupils and teacher.

There will be no attempt to discuss the methods of working in an in-service education program as this has been done so thoroughly in such publications as the pioneer writings in workshop by Ralph W. Tyler; the *Workshop Way of Learning* by Earl Kelley; *Helping Teachers Understand Children* by Daniel Prescott and others writing for the Commission on Teacher Education of the American Council on Education; the writings and reports of workshops by Hilda Taba; *Action Research to Improve School Practices* by Stephen Corey; and Part I of the *Fifty-Sixth Yearbook of the National Society for the Study of Education*, entitled "In-Service Education for Teachers, Supervisors, and Administrators." For the purposes of this book, suffice it to say that regardless of what name is given to the method of organization for in-service education, teachers will make progress in studying individual pupils if the above characteristics are incorporated.

Studying the Individual Pupil

SUMMARY

This final chapter has set forth the competencies necessary for studying the individual pupil and demonstrated how progress toward developing these competencies may be made with constant focus on them as course objectives at the pre-service level and in continued education at the in-service level. As has been done throughout the book, many illustrations from the practical classroom, laboratory, and in-service experiences have been given in an attempt to remove from the mind of the reader the feeling that this is a purely theoretical discussion. The words of the students and the in-service practicing teachers in their evaluations are included to stress the reality of the whole process. They also demonstrate the kinds of changes in thinking and behaving which take place when there is real conviction that the study of the individual pupil is basic to achieving the primary objective of education today in this country: to assist children to a happier, more satisfying life.

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